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ABSTRACT

Designed for both parent committee members and project directors, the handbook of technical assistance materials on Indian Education Act (Part A) entitlement programs for public schools contains five major sections. Section I is introductory material. Section II, "The Parent Committee," covers elections, meetings, records, and bylaws. Section III, "Program Development," covers needs assessment, project design, evaluation, and monitoring. Section IV, "Project Management," covers the application packet and managing the project. Section V is a glossary. The handbook also includes charts and sample forms. A filmscript, filmstrip and audio cassette (The Indian Education Act: Parents and Schools Working Together), prepared to acquaint new or prospective parent committee members and school staff with Part A programs, may be obtained through the Office of Indian Education. (CM)

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INDIAN EDUCATION ACT — — PART A

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ENTITLEMENT PROGRAMS
for
PUBLIC SCHOOLS

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INDIAN EDUCATION ACT—PART A

ENTITLEMENT PROGRAMS
for
PUBLIC SCHOOLS

A Handbook for Parent Committees
and Project Directors

Prepared by
Indian Education Training, Inc.
for the
Office of Indian Education

1980

The filmscript, filmstrip and cassette can only be obtained through the Office of Indian Education (OIE). These materials were designed to acquaint new parent committee members and school staff with the purpose of the program and to outline its general requirements.

The materials are to be distributed this fall by the four regional technical assistance centers funded by OIE. Additional copies will be distributed by OIE (contact: Ms. Patsy Matthews, Department of Education, OIE, 400 Maryland Avenue SW, FOB 6, Room 2177, Washington, D.C. 20202). The materials were produced by Indian Education Training, Inc. of Albuquerque.

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This handbook is part of a set of technical assistance materials prepared for the Office of Indian Education, United States Department of Education. The other two parts of the set are:

INDIAN EDUCATION ACT—PART A REGULATIONS,
General Provisions and LEA Entitlement

This handbook contains the new regulations in large type. A summary of major changes in the regulations is included and major changes are noted next to the appropriate section of the regulation. These new regulations were published in the Federal Register, May 21, 1980.

THE INDIAN EDUCATION ACT: Parents and Schools Working Together

This is a twelve minute filmstrip and audio cassette prepared to acquaint new or prospective parent committee members and school staff with Part A programs.

Throughout these materials, the term "Indian" is meant to include Eskimos, Aleuts, or other Alaska Natives, as defined in Section 453(a) of the Indian Education Act.

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Indian Education Training, Inc. wishes to express its appreciation to the more than 400 parent committee members and project staff who reviewed sections of this handbook and contributed suggestions.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

Dear Title IV Project Director and Parent Committee Chairperson:

The Office of Indian Education is pleased to send you this handbook. It was designed to be used both by project directors and parent committee members. Some parts of the handbook, such as managing the project, apply to staff roles; other parts, such as holding an election or developing bylaws, apply to functions of the parent committees. Nevertheless, the handbook as a whole was written with both groups in mind on the assumption that the committee members and the staff should have a common understanding of their mutual and separate responsibilities.

This handbook was prepared by Indian Education Training, Inc. of Albuquerque, New Mexico. Recommendations on procedures and issues that should be addressed in the handbook were elicited through telephone conversations with sixty randomly-selected school districts and through site visits with an additional twenty school districts. Draft material was presented for review and criticism at a conference in Albuquerque held for that purpose. Additional comments, criticisms, and recommendations were given at workshops that were held at the Office of Indian Education Regional Conferences in Anaheim and New Orleans. More than 480 people attended these workshops. OIE would like to thank all of the respondents and participants in this extended review process. This finished product has been enhanced by their efforts.

Since there are more than 1,000 Indian Education Act projects and committees at different stages of development, it is not possible that all of the material will be equally helpful to any given program. We do hope that major sections of the handbook will be useful to each individual project, however experienced or inexperienced they might be in particular aspects of the project.

Sincerely,

The Office of Indian Education

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INTRODUCTION

Most federal education laws that provide special programs operate on some common assumptions:

- Local school districts are not always able to serve all the needs of some definable group of students.
- It is at least a partial responsibility of the federal government to help.
- Help should come through programs and funding.
- Parents and other community representatives of the students should be involved in the federal programs.

The public school entitlement program under Part A of the Indian Education Act provides funding based primarily on the number of Indian students served within a school district, but it also provides for extensive parental and community involvement.

The law assumes there will be cooperation between the school district and the committee. The legislation itself creates an incentive and a potential for this cooperation. That's all it can do. Only the people (school and community) can make it actually happen.

Schools see the young person eight hours a day. Families see the young person outside of school. These two views need not be in conflict but they are not the same. The Indian Education Act is based on the belief that bringing these two views together will improve education for Indian children.

Schools tend to worry about how little parents know about education. Parents worry about how little schools know about their children. Both may have reason to worry. School/community involvement can mean nothing unless it works away from separate and isolated views and toward views that have a common basis.

Both groups need to begin making each other comfortable. That can be simple, a school meeting in an Indian community--an Indian community making school people feel like guests. Each group needs to tell the other what it's worried about without making it feel like an attack. That can be as small as the difference between, "This is what we would like you to know about us", and "You don't know anything about us".

In most districts Indian Education Act money amounts to less than 2% of the school district budget. It is not fair to the Indian program or to the school district to pretend that the Indian Education Act will or should serve to overcome all problems and produce an unqualified success story. The Act was designed to provide a beginning, an opportunity for a new and cooperative approach. This handbook was written to assist committees and school districts in their efforts to achieve the intent of the legislation.

The school district has to know the rights and responsibilities of the committee and the committee needs to know the rights and responsibilities of the school district.

Rights and responsibilities are separate counterweights. On the one hand the committee has the right to plan programs; on the other hand the committee has the responsibility to know what the other school programs are. You can't really do one without the other. The same is true for the local education agency. On the one hand it has the right to develop education policies; on the other hand it has a responsibility to develop those policies based on who its student clients are. If those issues are separated, there will be no reasonable education policies.

No committee can force a school board to adopt a program it is determined not to have. No school board can force a Title IV committee to adopt a Title IV program it doesn't want. The Indian Education Act and its regulations provide a framework for this cooperation. What will be built on that framework will always be based on what the committees and the local educational agencies choose to build.

Respective Roles of the LEA and Parent Committee Members

1. The LEA

The full responsibilities of the LEA are described in Subpart E--Operating a Project, Section 186a.40 of the 1980 regulations. What follows is a summary of that section. For more details, you should consult the regulations and the sections of this handbook which describe individual activities.

It is the responsibility of the LEA to consult and involve the parent committee in all phases of the project. The LEA must also prepare the committee to carry out its responsibilites.

In addition, the LEA must:

- See that the parent committee is selected according to selection guidelines (§186a.20).
- Conduct a needs assessment (§186a.21).
- Design a project and an evaluation plan (§186a.22 and §186a.23).
- Hold a public hearing (186a.24).
- Ask for written approval for applications, continuations, and amendments from the parent committee.

- Give the parent committee copies of applicable regulations, grant award document, and correspondence; also make available copies of records relating to the project.
- Before developing policies and hiring Title IV staff, consult with the parent committee and review its recommendations; use the best people for the job, including Indians from the community.
- See that Student Eligibility Forms (506 Forms) are on file for each student included in the count.
- Monitor and evaluate the project.

2. The Parent Committee

Section 186a.41 of the regulations states that the parent committee must:

- Adopt bylaws.
- Participate in the needs assessment, design, operation, and evaluation of the project.
- Review and approve (in writing) the grant application.
- Make its records available to the community.
- Advise the LEA on the development of policies and procedures relating to the hiring of project staff.
- Review the qualifications of, and make recommendations concerning, applicants for project staff positions.

The charts on the following pages outline LEA and parent committee responsibilities.

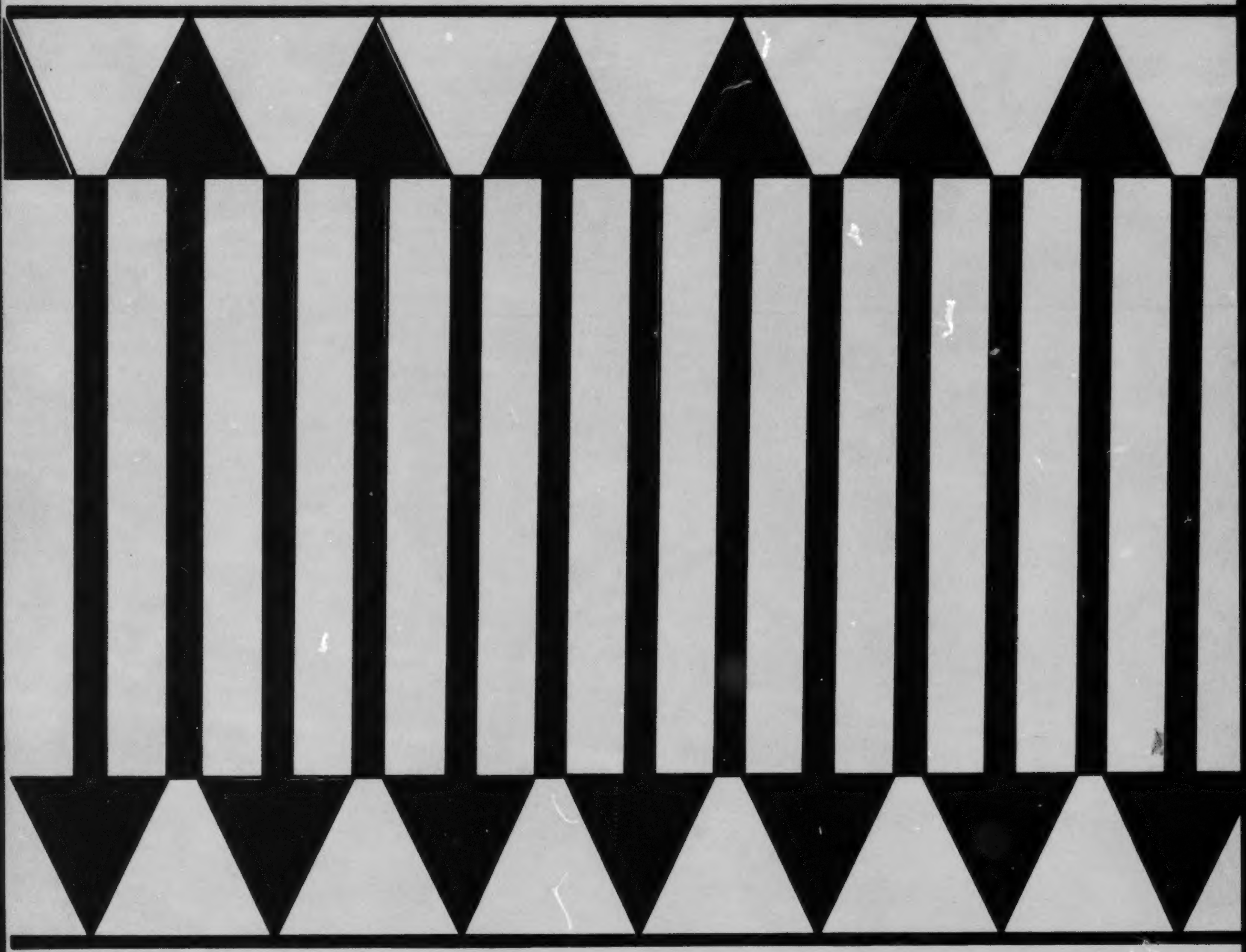
LEA RESPONSIBILITIES (186a.40)

Establish and Involve	Make Grant Application	Provide	Monitor and Evaluate
Parent Committee in	. conduct needs assessment	. information to parent committee on grant, regulations, correspondence, records relating to the project	. stated objectives (product)
. grant application content and procedures	. collect and file student certification forms		. administration (process)
. policies and recommendations for hiring staff	. design project		
. evaluation and monitoring	. hold public hearing		

PARENT COMMITTEE RESPONSIBILITIES (186a.41)

Adopt Bylaws	Participate In	Review and Approve	Advise and Recommend	Make Available
(for suggested content, see pages 51-58)	. needs assessment . project design . operation . monitoring and evaluation	. project application . continuation application . amendments	. hiring of staff . policy and qualifications	. committee records to community

THE PARENT COMMITTEE



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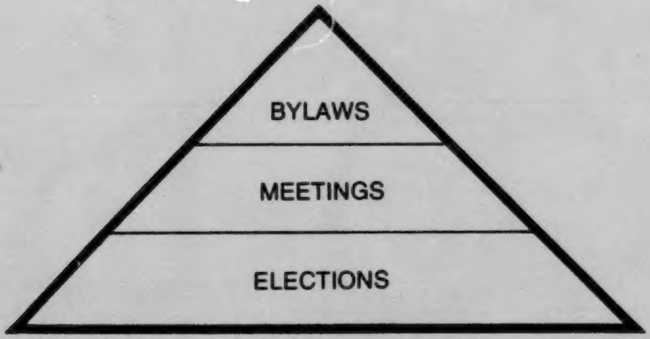

ORGANIZING THE PARENT COMMITTEE

Procedures the parent committee should follow can be divided into two categories: organizational and programmatic. Organizational procedures are those procedures necessary to set up the committee and keep it running smoothly. That's what this section is about. Programmatic procedures are those which affect the program, what it's all about, and what the committee hopes to accomplish for Indian students. These last procedures or activities are carried out in conjunction with the project director. A detailed description of these procedures and activities is presented in the section on program development.

This section focuses on organizational procedures. It is divided into three major sections:

Establishing the parent committee (nomination and selection of members, election of officers);

Meetings (includes establishment of policies and record keeping);

Writing or revision of bylaws.

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ELECTIONS

The regulations state that the committee members shall be elected by those eligible to serve on the committee, unless the Secretary of Education approves a different, tribally traditional method of selection. The regulations do not specify further how to conduct the election. The parent committee should decide on specific procedures and state them in the bylaws. If the bylaws do not specify procedures, all eligible parents, teachers, and students would vote for the whole committee.

The procedures discussed in this section are arranged so you can follow a step-by-step process. If you have already formed your committee, the procedures will be familiar to you. However, you may want to review the steps anyway, to see if we have suggested simpler methods than you are now using or to make sure you are following the new regulations.

Since the new regulations specify that multi-year or staggered terms are allowable, you may want to set up the committee in this way. It is possible to have multi-year but not staggered terms. However, staggered terms allow for a smoother transition; people who have already served on the committee for a year can be valuable resources for new members.

Staggered terms call for the election of a portion of your membership each year. The most common procedure is to elect a third of the members yearly to serve three-year terms.

The chart below illustrates how staggered multi-year terms work.

	1981	1982	1983	1984	1985	1986
Member 1	▨	▨	▨			
Member 2		▨	▨	▨		
Member 3			▨	▨	▨	
Member 4				▨	▨	▨

This section describes four major steps involved in organizing the committee:

identify persons to elect and serve on committee;

solicit nominations from eligible persons;

elect committee members;

elect officers.

The first step, **identify persons eligible to elect and serve on the committee,** describes how to compile and organize lists of eligible students, their parents, teachers, and counselors. Regulations (Subpart C, S186a.20) require that each of these groups participate in the election of members of the parent committee. The lists you develop during this process can be useful in carrying out the day-to-day operations of the project.

The second step, **solicit nominations from eligible persons,** suggests procedures to involve all the groups in nominating candidates for the committee.

The third step, **elect committee members,** is a guide for planning and conducting the election. It also recommends certain follow-up activities.

The final step, **elect officers,** is a review of job descriptions for the various officers and the procedure for their nomination and election.

Included at the end of this section are several sample letters you might want to adapt for your own purposes as well as checklists and forms which are useful for organizing and keeping track of important information. These are all grouped together, pages 19-37.

Identify Persons to Elect the Committee Members

According to the regulations, those who are eligible to elect and serve on the committee are:

- Parents of Indian children enrolled in the applicant's schools
- Teachers and counselors in those schools (except members of the Part A staff)
- Indian secondary school students (if any) who are enrolled in the applicant's schools.

The committee must include at least one teacher and at least one Indian secondary school student (if any are enrolled in the applicant's school). At least **one half** the committee must be made up of parents. Also, **one half** the committee must be Indian.

All these groups must participate in the nomination and election of the original parent committee as well as in any subsequent elections to fill vacant positions.

By following the procedures described below, you will have permanent, updated lists of key groups of people who must be advised about activities or consulted for nominations.

Before you solicit nominations, you have to decide on the size of the committee. It should have enough people to do the work and be small enough to work effectively. If you have Indian secondary students in the district, your committee must have at least four members: one student, one teacher or counselor and two parents. At least half the committee must be parents. You may want to elect alternates to serve when regular members are absent. You should state in the bylaws the number of committee members, whether you will have alternates, and whether or not alternates will also have voting privileges.

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Identifying Eligible Students and Their Parents

If the parent committee is already established, you have a list of present and past members. However, your goal is to inform as many eligible parents and students as possible. There are several ways to do this.

If your district already has a Title IV program, the project director will have 506 Forms on file. The director can give you a list of parents and students who have completed forms to date. When the file of 506 Forms are updated, you can ask the project director to enclose a letter with the form that not only explains the reason for completing the form but also asks whether or not the parent would be interested in serving on the committee. A sample letter is included on page 19.

Make a list of those parents who have indicated they would be interested in serving on or helping the committee. You may find it helpful to alphabetize your list of parents.

Lists of students can be made either from information provided by the Title IV program or individual schools. If you choose to contact the schools, it is a good idea to call or write the principal to explain what information you are requesting and why. Ask if you should work directly with the principal or with some designated person. You can then visit each classroom to explain that you are looking for interested Indian students to serve on the parent committee and get their names and addresses. Another way would be to send out notices through the contact person. You can also put up posters in the schools which include the name, phone number, and address of the secretary or membership committee chairman.

The Civil Rights count for your district may provide you with additional leads. You may get this information from a central school district list, but checking with every school will probably turn up additional Indian students.

Identifying Teachers

Some Title IV programs in large school districts use computerized lists of staff provided by the district to send out information. If your school district is small, you may want to ask the principal of each school to distribute an announcement to teachers and counselors about the Title IV program. In any case, collect responses from teachers and certified counselors indicating whether or not they would be willing to serve on the committee and file them. Teachers or counselors who are members of the Title IV project staff may not serve on the committee.

Solicit Nominations

Contact all the people on each of your lists to ask for nominations. Each person should be sent an appropriate letter with a work statement attached describing the kind and amount of work required by parent committee members. A sample letter and work statement are on pages 21, 23. You may want to include a stamped, self-addressed post card to mail in nominations. Letters to students and teachers can be sent through the school mail. If you prefer, hold nomination meetings in various parts of the community.

If your committee allows for multi-year or staggered terms, specify the length of the terms up for election.

Once you begin receiving nominations check to see if each nominee is willing to serve on the committee if elected. Use some system to keep track of the nominees and relevant information about them.

For example:

Nominee's name, address, and phone number;

Whether the nominee is a student, parent, teacher, or counselor;

Whether the person nominated is willing to serve on the committee;

Related experience that would help the committee.

If a nominee is ineligible, notify him or her and explain the reason for ineligibility. (See sample nominations checklist, page 25.)

Elect Committee Members

Now that you have a list of all those nominated and have determined whether or not they will accept the nomination, proceed with the voting process. Some small committees may prefer to use a voice vote or show of hands. The procedure is simple but it can lead to hurt feelings. This section only deals with paper ballots.

People can vote by mail or in person. This process should be spelled out in your bylaws. If it is not yet a part of the bylaws, you can decide which process to use by voting on it in a committee meeting or by mailing out letters to Indian parents asking them which procedure they recommend (sample, page 27). Set a deadline for receiving their replies. Collect and tabulate their responses once the deadline has passed.

Once you have agreement on whether to hold the election by mail or in person, the next step is to get the word out. One way is to send announcements to those people on your original lists of eligible persons to inform them of the voting process, time,and place.

Make public announcements of the coming election. Ask that the announcement be read at any meeting of the Indian community. Give a copy of the statement to local newspapers, and radio and TV stations. Place announcements on community bulletin boards.

When you prepare the ballot, be sure to indicate to which group each nominee belongs: student, parent or teacher/counselor (sample, page 31).

Voting by Mail

If you mail out the ballots, send a cover letter explaining the procedures and include postage for returning the ballot (sample, page 29).

Keep a record of this mailing list.

Ballots for students and teachers may be handed out at school. In this case, their names should be written in the lower left-hand corner of the return envelope. This is to be sure you keep track of who has voted and who has not. The ballot and a letter of explanation may be folded and placed inside the unsealed return envelope.

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As the marked ballots are returned, store them in a safe place. Do not open ballot envelopes until after the final hour the ballots are supposed to be received. You may want to provide locked ballot boxes which only the officially designated ballot counters can open.

Voting in Person

For example, in at least one state, the Director of Indian Education at the State Department of Education has agreed to count ballots and send the results back to a large school district.

Some Reminders

- The day you hold your election is important; try not to conflict with other scheduled activities.
- If voting is not at a parent committee meeting, the designated place for voting should be kept open as long as possible, say from 8 a.m. to 8 p.m. Schedule people there at all times to assist voters, keep records, and monitor the ballot box.
- The voting room should be reserved well in advance. Call again the day before the election to remind your contact person that you will be using the room.
- Signs should be made and posted so people can find their way to the room.
- For students and teachers, you may want to mail or drop off their ballots at the schools, or you can assign a person to supervise voting at each school.

Voting Process

Whether the voting is held during a meeting or at a specially designated time and place, the following procedures are recommended:

- Before giving out a ballot, check to see that the person is eligible to vote. You can use the lists you made to send out notices.
- See that marked ballots are placed in the ballot box. Be sure that the person who supervises the voting also watches the ballot box. After voting, each voter should leave the voting room within a few minutes.
- After the last hour of voting has ended, close the voting room doors and count the ballots, or take them (locked) to your counting person.

Counting the Votes

You will have less difficulty if you have an acceptable outside agency to count your ballots. Having an impartial outsider do this avoids suspicion or hurt feelings. If you do not use an outside agency to count your votes:

- Do not allow a candidate for committee membership to be present while counting the ballots.
- At least two people should be present, one representing the school district and the other representing the Indian community.
- Count the ballots twice.
- If there is any difference in the two counts, make a third count. You should specify in advance how tie

votes will be settled.

- Prepare copies of the results. Announce results to school district officials and Indian community representatives (see next section).

- File the following records with the parent committee:

  Completed voting list;

  List of people notified from the three groups;

  All ballots;

  A copy of the results of the voting, signed and dated by the people who counted the votes.

The process of electing committee officers is discussed in the next section.

Announcing Election Results

- Make a list in alphabetical order of newly elected members of the parent committee. Indicate whether the members are parents, teachers or students; also indicate length of term each is to serve.

- Prepare a letter announcing newly elected members. The letter should be signed by at least two people, one a representative of the parent committee, and the other a member of the school district (sample, page 33).

- Mail copies of the letter to all eligible voters and leaders of the Indian community (if your postage budget allows for this).

- Send thank you notes to all those who worked in the election.

- Ask the local newspaper to print a list of newly elected members, again, in alphabetical order.

- File copies of the announcement letter, thank you letter and newspaper announcements with the parent committee records.

- Letters should also be written welcoming new members and thanking those who are leaving the committee.

Welcoming letters should indicate the date, time, and place of the next meeting. Letters for those leaving the committee should express appreciation for the help of the out-going member; they can also encourage the member to continue working for the committee as a non-member (samples, pages 35, 37).

Elect Officers

There are three steps involved: deciding what officers are needed, and what their duties should be, the nomination of candidates, and the election of officers.

Describe Positions and Duties

If you already have bylaws, you do not need to follow these steps. However, if you want to revise your list of officers, reviewing this part might be helpful.

Put the selection of officer duties on the agenda of the next parent committee meeting. The positions and duties of the parent committee officers should be written down as a part of the committee bylaws. During the next meeting, discuss the duties and agree on them.

The following lists of duties for each officer are presented as suggestions only; you may want to delete some and add others. All titles are optional; choose any you wish.

Chairman

Note: The terms "chairman" and "vice chairman" are used throughout for consistency and brevity. Your own committee may choose other titles which they feel are more suitable such as chairwoman, chairperson, president, etc.

- Presides over-all general committee meetings:

    Approves the agenda for all meetings;

    Checks to see that a quorum is present;

    Gives each member in a discussion a chance to speak; limits speaking time if necessary;

    Upholds order at meetings.

- Signs all letters, reports and other committee papers as required. The regulations state specifically that the parent committee must sign "the project application, applications for continuation awards, and amendments to applications (including revisions to the project budget and project design.)" (§186a.41)
- Ex officio member of all subcommittees. Defines the work they will do.

Vice Chairman

- Takes over when the chairman is absent. The vice chairman shall have all the rights and privileges of the chairman when acting in that capacity.
- Assumes special responsibilities to relieve the workload of the chairman.
- Responsible for the handbooks, filmstrips, bylaws, and rules. (This can be delegated to someone else.)
- Arranges for speakers and special programs.

Secretary

- Keeps minutes and records of each committee meeting.
- Prepares the agenda for each meeting.
- Sends out announcements of meetings to each committee member.
- Keeps an organized file of all committee records.
- Gives out information from records to qualified persons.

Treasurer

(Some parent committees do not feel a need for this position.)

- Receives financial reports from the school district.
- Coordinates committee's budget procedures with the school districts' budget procedures.
- Explains budget and financial records to the committee.
- Keeps a running balance.

Accept Nominations

Once the number of officers and their duties are agreed upon, it is time to nominate people to fill those positions. This can be handled first by electing an acting chairman to conduct the meeting.

If the parent committee has worked for a year or more, a nominating subcommittee can be helpful. This nominating subcommittee presents names of candidates for officers to all the committee members at least one month in advance of the election.

A member can nominate himself or any other member for any office.

A person may accept nomination for only one office.

Ask for nominations for each office, one by one.

Give each candidate 3 to 5 minutes to speak at the meeting.

Holding the Election

After all candidates have been nominated, you may proceed with the voting process. Make sure you have recorded the names of nominees and a description of positions and duties for the committee records.

The bylaws of your committee should state how you are to vote. This may be by raised hands or by secret ballot. The secret ballot should list the office and each person running for that office. You should specify beforehand what percentage of votes is needed to be elected. You may use a simple majority vote of only those parent committee members present, a majority of all parent committee members, or a two-thirds majority vote. This should also be stated in the bylaws.

If you wait at least two weeks to actually hold the election, candidates have time to gather support. All members of the parent committee should be notified at least two weeks before the election of officers. A formal election is required even if there is only one candidate for an office--this makes the election of officers legal.

Be sure the minutes of this meeting show:

Names of members present;

Name of each candidate;

Number of votes for each candidate;

Any special procedures (recount of votes, challenge of election, etc.).

Prepare a letter to announce the elected officers. Mail it to interested school district and Indian community leaders. Send announcements to community newspapers and radio stations.

File copies with the parent committee records.

Sample Letter to Accompany OIE Form
For Indian Student Enrollment Certification

(SCHOOL DISTRICT LETTERHEAD)
(ADDRESS)

(DATE)

Dear Parent:

The Office of Indian Education (Title IV) grants money for special educational needs of American Indian children. We have to know the Indian students in our schools, their parents, and addresses, so that we can receive this money.

You are receiving with this letter a special form prepared by the Office of Indian Education. Please fill in the form with the information that is requested. We need to know your child's Indian ancestry. We cannot count your children unless you complete and sign a form for each child.

If you are the legal parent of an adopted Indian child or act in the place of a parent of an Indian child, but you don't know the parent or grandparent names, please write what you can on the form. Tell us anything you know about the child's Indian heritage.

If you have any questions or need more forms, please write me at the above address or call me at ______________ (phone number).

Sincerely,

(Name)
(Title of school official)

P.S. Our Title IV program has an active parent advisory committee. If you would be willing to serve on or help the parent committee, please complete and return this portion of the letter.

____ I would like to serve on the committee.

____ I am not able to serve but would like to help in other ways.

My child (ren) attend the following school(s) __________________________

Please give your name, address and phone number.

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Sample Letter Asking for Nominations

(YOUR PARENT COMMITTEE)
(ADDRESS)

(DATE)

(Inside Address)

Dear (Parent, Student, Teacher or Counselor):

Our Indian community is forming a parent committee to help develop special programs for Indian students, to be funded by the Office of Indian Education.

Please help us select names of people to be members of the parent committee. Federal law states that these members must be selected from:

1. Parents* of Indian students in elementary or secondary schools;
2. Indian students in junior high or high school; and
3. Teachers or counselors.

At least half the parent committee members must be parents of the students. In addition, at least half the members must be Indian. Members should represent different areas of the community. The attached sheet describes the kinds of work committee members will be expected to do.

Please send us one or more names of people you think would make good committee members. You may nominate yourself. Nominations must be received by ______________ (date).

Sincerely,

(Signed by school person and Indian leader)

*or people who act as parents (*in loco parentis*)

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Sample Work Statement

(YOUR INDIAN PARENT COMMITTEE)

The ________________ Indian Parent Committee will work to help the special educational needs of Indian students in elementary and secondary schools. The Office of Indian Education will grant money for special projects to improve the education of Indian students. This money cannot be spent without the approval of the ________________ Indian Parent Committee.

The ________________ Indian Parent Committee will have ____ members to represent about ____ Indian students in the ________________ School District.

The whole committee will probably meet about ____ times a year for about ____ hours a meeting. Each member will probably have to attend about ____ other meetings during the year.

The work is entirely voluntary; there is no pay for being a parent committee member. However, the parent committee may approve expenses directly related to committee work.

Some examples of committee duties are:

1. Deciding what the most important needs of Indian students are in school work, health, Indian heritage, etc.;
2. Picking a special project to help Indian students—planning and helping to do the project;
3. Reviewing and approving the project and any amendments;
4. Assisting in evaluating the project;
5. Advising our school district on policies for hiring the project staff.

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NOMINATIONS CHECKLIST

Date ____________________

Name	Address	Group*	Indian/ Non-Indian	Accepts Nomination	Related Experience/Comments

* (student, parent or teacher)

Sample Letter on Voting Choices

(INDIAN PARENT COMMITTEE)

(DATE)

Dear Parent Committee Member:

We are going to elect ____ new members to the parent committee. We already have a list of nominations. There are two ways to vote for new members:

1. Mail out a list of candidates on a ballot. The voters would write their choice of members on the ballot and send it back to us in a stamped envelope that we will provide.
2. Have a special voting place where everyone would come to vote on one day.

Please rank your preference on the bottom of this letter and return it to us in the stamped, self-addressed envelope. All replies must be received by ____________ (date) in order to be counted.

Sincerely yours,

(Name)
Coordinator, Indian
Education
Phone: __________

I think the best way to hold the election is to:

☐ Mail ballots to voters with a stamped, self-addressed envelope for return.

☐ Hold the voting in a public space, open all day and part of the evening. Have someone there to answer questions.

Signature ______________________________

Date ___________________________________

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Sample Ballot

(YOUR PARENT COMMITTEE BALLOT)

(ADDRESS)

Please mark an "X" in the box for each of ___ people you select for the parent committee. Do not put more than ___ votes on a ballot or the ballot cannot be used. This ballot must be received by ____ p.m., ________ (date).

Parents of Indian Children:
(Also includes people who serve as parents—*in loco parentis*.)

	Name		Name
☐	________________	☐	________________
☐	________________	☐	________________
☐	________________	☐	________________
☐	________________	☐	________________
☐	________________	☐	________________

Teachers or Counselors in the School District:

	Name		Name
☐	________________	☐	________________
☐	________________	☐	________________

Indian Secondary School Students:

	Name		Name
☐	________________	☐	________________
☐	________________	☐	________________

Write-In Candidates: (Write complete name on line.) **Only parents of Indian children, teachers or counselors, and Indian secondary school students are eligible.**

____

____

____

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Sample Voting-by-Mail Letter and Ballot

(YOUR INDIAN PARENT COMMITTEE)
(ADDRESS)

(DATE)

SUBJECT: VOTING FOR INDIAN PARENT COMMITTEE MEMBERS

Dear Voter:

The members of the Title IV Indian parent committee will be selected on ______________ (date). All parents of Indian students in elementary and secondary schools, teachers of these Indian students, and the Indian students in the secondary school can vote. Enclosed is a ballot to allow you to vote by mail. You can vote for ____ members.

Please put an "X" in the box opposite the name of each person you vote for. Please do not vote for more than ____ members, or your ballot cannot be counted.

Please mail your ballot to us in the stamped envelope sent with the ballot. Sign your name and write your address on the outside of the envelope. Please send the ballot back to us by _____ p.m., _______________ (date) in order to be counted.

If you have any questions, please write _________________ at the address in this letter or call him/her at _____________ (phone).

Very truly yours,

(Name)
Chairman
Nominating Committee

(Name)
Chairman
Indian Parent Committee

(Name)
Coordinator
Indian Education

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Sample Announcement of Results

(YOUR INDIAN PARENT COMMITTEE)
(YOUR PUBLIC SCHOOL)
(ADDRESS)

(DATE)

Results of the Indian parent committee election held on ________________ (date). The ten newly elected parent committee members are:

Name	Length of Term	Group Represented

A complete record of all votes can be obtained by writing to or visiting the Office of ________________, Coordinator of Indian Education, at ________________ ________________ (address).

(Name)	(Name)	(Name)
Chairman	Chairman	Coordinator
Nominating Committee	Indian Parent Committee	Indian Education

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Sample Letter for New Members

(YOUR INDIAN PARENT COMMITTEE)
(YOUR PUBLIC SCHOOL)
(ADDRESS)

(DATE)

(Inside Address)

Dear ______________:

Welcome to membership in the ______________ Indian Parent Committee. Your election will permit you to serve the Indian community by working with the ________________ Public School District.

We appreciate your interest and willingness to help plan for the educational needs of Indian students.

A meeting of the parent committee will be held on _______________ __________ (day, date, time), in room ____ of the ___________________ school. We ask that you and every other member attend this very important meeting.

Please call or write to me at the school if you need any other information.

We look forward to seeing you on ____________________ (date).

Sincerely,

(Name)
(School Official)

(Name)
(Chairman or President)

(Note: You may want to enclose copies of the agenda and your policy handbook.)

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Sample Letter for Outgoing Members

(YOUR INDIAN PARENT COMMITTEE)
(YOUR PUBLIC SCHOOL)
(ADDRESS)

(DATE)

(Inside Address)

Dear ________________ :

As our parent committee prepares to seat our new members for _____ (year), we want to thank you for your term of service as a parent committee member.

We very much appreciate your service as a parent committee member and the role you have played in strengthening our committee and the educational program in our schools. We sincerely hope you will continue to be an active participant at parent committee meetings.

Please join us at our next meeting on ______________________________ (day, date) at ______ (time), in room ____ of the _________________ school. We will seat our new members and pay tribute to our outgoing members.

Sincerely,

(Name)
(School Official)

(Name)
(Chairman or President)

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MEETINGS

The regulations do not specify how often parent committees must meet. How often your committee meets will depend on several factors, ranging from how clearly the committee sees its job to how far members have to travel to attend meetings.

This section will discuss setting agendas, rules and procedures, program content, and records.

Setting Agendas

An agenda is a list or outline of things to be discussed in meetings. The usual procedure is to read and approve the minutes of the last meeting, discuss old business that wasn't finished, and then move on to new items.

The agenda should include the name of the person who will present each agenda item as well as the time allotted each item.

The committee chairman usually sets a deadline for agenda items at least a week before the meeting so the secretary can send out meeting notices with a copy of the agenda.

Please review the sample agenda on the next page. The examples in the section on rules and procedures are based on it.

Rules and Procedures

Rules and procedures for conducting meetings can be as formal as those described in Robert's Rules of Order or they can be basic and simple; their purpose is to be fair to all participants and to let everyone know what to expect. A typical meeting using modified rules might go like this:

1. Chairwoman calls the meeting to order and asks the secretary to read the minutes from the last meeting; chair asks if there are any changes to be made, or if these minutes can "stand as read." If there are no changes someone makes a motion to approve the minutes.

2. Chair then asks for a discussion of old business--items from the last meeting's agenda that were not completed. If there are several items of old business, they are usually addressed in the order listed on the previous agenda. Using the sample agenda (see next page), the chair would review how many subcommittees had been formed and ask the secretary to read the names of members appointed so far. The chair would then proceed to name the subcommittees which still needed to be formed. Depending on how subcommittees are formed (which should be described in the bylaws) the chair would ask for nominations, volunteers, or appoint members.

When this part of the agenda has been completed, the chair should ask if there is any other old business. Even though no other old business was

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Sample Agenda

PARENT COMMITTEE MEETING
7:00 p.m., October 15, 1984

I.	Call to order Wilma Johnson, Chairwoman	7:00 p.m.
II.	Reading of minutes Loyd Walking Bear, Secretary	
III.	Old business Establishment of subcommittees	7:15
IV.	New business Report on tutoring program, Pamela Oxendine, Project Director	7:45
V.	Program Performance of elementary students' cultural program Introduction by Issac Fredericks, Program Subcommittee Chairman (List children's names)	8:15

scheduled, someone may remember an unfinished task or unresolved problem.

3. After the remaining subcommittee members have been selected, the chair would move to the new business and ask the scheduled speaker to make her presentation. Let us assume that the project director wanted the parent committee's approval or recommendation for some aspect of the tutoring project. The chair might ask if there is a motion to approve making future reports about student progress at the end of each grading period. Someone will make a motion to that effect. The chair must then ask if there is a second to that motion. Then the chair will ask for a discussion of the issue. People ask to be recognized by the chair. If there is a lot of discussion by many people and time is running out, the chair should say at some point that the discussion will only last for X number of minutes more.

Someone will generally say "question" or "let's vote." The chair then repeats the original motion to receive reports from the project director about the tutoring program after each grading period. She asks for a vote following that committee's procedure, usually a voice vote or show of hands.

Amendments to motions can be taken up and accepted or rejected during the discussion of the main question before the committee votes on the whole motion.

Once the scheduled items of new business are complete, the chair may ask if there is any other new business.

If someone does bring up some unscheduled new business that can be dealt with quickly, they can be heard. If the item will require more time, the chair should entertain a motion to continue discussion on the matter at the next meeting or refer it to an appropriate subcommittee. It will then be listed as an item of old business on the agenda of the next meeting.

4. If there is a program such as the one mentioned in the sample agenda, the chair should announce it as the next item on the agenda and turn the floor over to the person who will make the introduction. In this example it is the program subcommittee chairman.

At the conclusion of the program, after thanking everyone, the chair will adjourn the meeting.

The secretary should check the minutes to be sure all necessary information has been recorded, i.e., who made which motion, how the motion was worded, etc.

Any copies of reports made by the project director should be given to the secretary to be filed with the minutes.

Program Content

The meeting described above involved the parent committee in the monitoring of a project (review of tutoring program); even the students' performance involved a form of monitoring. Some meetings may be devoted strictly to business; others may be designed around project issues. Invited speakers and special programs can usually be arranged through the school district. For instance, you might want to invite someone to explain how the Title I program is different from your own.

The regular content of parent committee meetings generally follows a yearly cycle which contains, but is not limited to eight steps outlined below:

1. Student Count (506 Forms)

Parent committee members need to be aware that the count is being taken. They can help by telling community members informally and formally what the count is and why it is important. They should receive a copy of the final report as reported in the application.

2. Needs Assessment
Parent committee members must be involved in the project's needs assessment process. For example: if the needs assessment includes discussion groups, parent committee members should be a part of those group sessions.

Parent committee members will find it easier to understand the final needs assessment report if they are involved in the needs assessment process.

If a questionnaire survey is used, the parent committee or a subcommittee can help to develop the questions and should receive a detailed explanation of the results in visual (charts, graphs) and written form (report). This information is required for the application anyway.

3. Election
The election or selection of parent committee members must take place in accordance with the bylaws, whether it is by ballot at a special meeting, voice vote at a regular meeting, or appointment by a tribal official.

It is suggested that parent committee members plan and execute the election of the parent committee with disinterested people available for ballot collecting and counting to avoid any questions of bias.

4. Public Hearing
The school district is responsible for holding the public hearing. Parent committee members should be involved in the hearing(s).

The purpose of the public hearing is to provide an opportunity for full public discussion of the proposed project. A public hearing must be held by the school district every year prior to submitting any application, whether for a new project or for a continuation project.

In some districts, information needed for this event is gathered and processed by staff, but parent committee members play a major role in conducting the hearing. In other districts, the parent committee members encourage the community to attend and participate themselves.

5. Proposal Writing Time
Often the parent committee does not have the background to handle all the information nor do they desire an active role in developing a proposal. Instead, they may ask the staff to review the available data and money allocation, devise two or three alternatives for meeting the needs, and present these alternatives for their consideration at a regular meeting or a public hearing.

Parent committee members need to read all necessary material but should be especially aware of the needs assessment because the proposal must reflect the needs of the community. It may be necessary to meet often during this phase to ensure ample time to make important decisions about the program. The committee members should feel free to ask questions of the director if they do not understand various aspects of the program's budget.

6. Budget Revision(s)
Parent committee members need to ask for consultation and advice during budget revision time. The project director can provide needed information for making decisions.

Parent committee members may not be available when budget revisions must be made. Therefore, it is a good idea to make a list of alternative services (based on the needs assessment) that the parent committee would like to have funded if additional funds are available. It is best to give this list to the project director when the proposal is written. Then the project director can provide a revised budget for the committee's approval based on this list.

7. Evaluation

Parent committee members can request simple exercises designed to help them understand evaluation. Dates will need to be established throughout the year for review of the periodic monitoring and evaluation. For more about the monitoring and evaluation process, see the section on evaluation.

8. Extension

In rare instances it may be necessary to apply for a project extension. If this should happen in your project, parent committee members will need to do a budget revision for an extension request. They must keep in mind that this is an **extension** of the current program and not a new program. The budget is discussed in more detail in the section on the application packet.

Records

The secretary will be responsible for most records. If the committee also has a treasurer, that person would be responsible for keeping copies of the budget and budget amendments.

In addition to the bylaws and names and addresses of parent committee members, the secretary should keep records of all meetings and correspondence. The secretary will also keep on file copies of all application grants, extensions, amendments and correspondence from the LEA to OIE. Monitoring and evaluation reports should also be on file. All this information, unless otherwise restricted, should be made available to the public.

It can be helpful to have a parent committee policy handbook which covers items too specific for the bylaws or general information written in a more informal tone. Some items which are useful to include are:

- How the parent committee processes complaints from the community.
- An outline of the school district policies which the parent committee is obligated to uphold.
- The criteria for financial eligibility.* (See below.)
- Standard ways for informing the community about programs.
- Description of the school district administrative structure.
- List of members' names and addresses.

Writing or revising a policy handbook can be a very good learning experience for new members. It can help them better understand their role and function in relation to the school district, the Indian community and other committee members. Some projects review and revise their handbooks annually. The project director has the responsibility to see that no policy conflicts with established school district policies.

A sample handbook is included on the following pages.

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* The new regulations, Section 186a.10, Authorized Activities, state that Part A projects must establish need criteria if the project provides financial aid for items parents cannot afford, such as academic or extracurricular activities expenses, food, clothing, and medical and dental care. These items must not be available from any other source, and they can be provided only to children whose parents meet the eligibility criteria.

TITLE IV-A INDIAN PARENT COMMITTEE POLICIES

(Updated and passed by the Title IV-A
Indian Parent Committee on ________)

Note: The following examples may or may not be appropriate for your own project. The parent committee should also have a copy of the school district's regular personnel policies.

Feedback/Comments

1. Any feedback or comments can be directed to the Title IV director or any member of the Indian parent committee.
2. Any feedback or comments can also be brought to the regularly scheduled meeting of the Indian parent committee.

506 Forms

1. 506 Forms will be administered by the school district and/or the Title IV staff.
2. Indian parent committee members will assist when work schedules permit.
3. Parents or guardians of Indian children in assigned schools will be personally contacted.
4. A phone call will be made or letter will be sent in advance of visit.
5. The 506 count will be taken when a student enters school.
6. 506 Form information will be kept confidential.
7. Aides may ask students over 18 to complete the 506 Form on their own.
8. Title IV services will be provided only to students counted in the census.
9. The parent committee can see forms only if parents sign the agreement to release the form to the parent committee.
10. 506 Forms will be required only once per child so long as that child remains in the district.

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Field Trips

All outings must involve Title IV students, Title IV staff and/or parent committee members. Special permission for other guests must be secured from the Title IV director.

Conferences

Indian parent committee members will be selected to attend out-of-town conferences based on attendance criteria as follows:

A. Regular member who has attended all IPC meetings.

B. Regular member who has missed only one IPC meeting.

C. Regular member who has missed more than one IPC meeting.

Counselors

Placement of the two counselors shall be as follows: one in elementary; one in secondary.

Social Worker Aides

1. SWA will work to improve attendance and self-esteem of students as defined in the proposal.
2. All members in the same family who need service shall be served by the same aide.
3. Each social worker aide shall work with a poor attender for three weeks. If after three weeks there is no progress in improving the attendance, the social worker aide may, at the discretion of his/her supervisor, drop the student and ask for a replacement.
4. All grade levels should be served in proportion to numbers of Indian students in need of service.

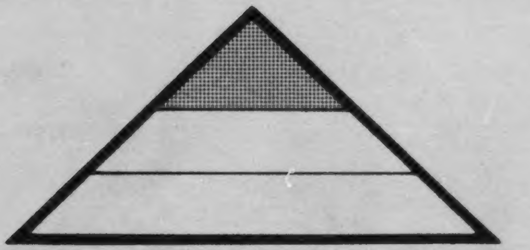
Enrichment Program

1. Enrollment shall not exceed 25 Indian students.
2. New enrollment shall be open to students in grades K-6.
3. Selection shall be based on criteria set by the Indian education program.
4. No student shall be admitted to the program after the beginning of the school year.

5. The math assistant will follow the direction of the teacher.

Teaching Assistants

1. Teaching assistants shall be assigned to the elementary schools.
2. Teaching assistants shall be assigned proportionately to Indian student population in all schools.
3. Teaching assistants should consult with teachers to develop individual student programs.
4. Reports of student progress are to be made every nine weeks.
5. When a teaching assistant is unable to keep a regularly scheduled appointment with a student, the teaching assistant should call the school and leave a message for the student's regular teacher.



BYLAWS

Regulations require that each parent committee have a set of bylaws. Bylaws are a written set of ground rules. Ground rules, agreed on in advance, can prevent many conflicts. Written rules of procedure let everyone know what to expect. They are a clear way to be consistent and fair in making decisions. As many procedures as possible should be made routine to leave as much time as possible for attention to real issues for discussion. Written bylaws can be reviewed periodically and updated or changed as the committee sees fit.

The regulations (Section 186a.41) require several minimal provisions in the bylaws:

How officers are selected and what their duties are;

How vacated terms are filled;

How business meetings are conducted;

How the bylaws can be changed or amended.

An important change in the regulations is the one which allows members and officers to serve for more than one year.

In addition, you may also want to write or amend your bylaws to include other things:

The purpose of the committee;

The size of the committee;

What it can and can't do;

Who votes for whom;

Who can be a member;

How many members will be teachers, students, and parents;

How the committee will work with the school district;

How often meetings must be held;

Procedures for approving the application, amendments, etc.;

What constitutes a deciding vote;

Who can represent the committee;

How subcommittees are established;

How members can be removed.

Bylaws are your laws for governing the committee. As long as they comply with the regulations, they can be changed according to your needs.

The next pages contain a guide for writing bylaws. The first few pages outline the main parts to be included. They are stated in question form—do you want to mention this in your bylaws? The final pages contain a sample set of bylaws with fill-in-the-blank spaces to adjust to your own needs. They are only samples; there is nothing "official" about them.

If you already have a set of bylaws, the outline can serve as a kind of review about what is important or unimportant to your own program. Both the outline and sample bylaws contain specific wording about who is eligible for membership and what the parent committee responsibilities are that are taken from the new regulations. The sample bylaws include a section on hiring parent committee members or their relatives that is taken from the new regulations.

Some of the information in the sample bylaws is borrowed directly from the regulations. The required provisions are indicated by an asterisk at the beginning of that article or section.

Some committees adopt procedural addenda when they want to make certain issues clearer. Other acceptable ways are simply to amend the bylaws or develop a policy handbook. A policy handbook is helpful in setting down rules to operate by on a day-to-day basis. Handbooks usually serve one of two purposes: to **acquaint** new members with procedures and to **clarify** procedures for experienced members. Some projects have already developed policy handbooks. You may want to review some of theirs before you write one of your own. A sample was included in the previous section, pages 44-46.

Writing bylaws or policy handbooks can serve as a learning device for parent committee members. By asking themselves what **must** be included as well as what they think should be included or excluded, they are forced to reflect on their role and judge the importance of some functions over others.

OUTLINE FOR WRITING BYLAWS

(What would you delete or add that applies specifically to your own committee?)

Name of the Committee

What specific, individual name will you give the parent committee?

Purposes of the Committee

Say that the parent committee is required by Title IV of P.L. 92-318 and Section 186a.41 of the May 21, 1980 regulations.

What functions will the parent committee have in developing and operating the Title IV program? Those activities and responsibilities outlined in the regulations are:

Adopting bylaws;

Participating in the needs assessment, design, operation and evaluation of the project;

Reviewing and approving (in writing) the project application, applications for continuation awards and amendments to applications;

Advising the LEA on the development of policies and procedures relating to the hiring of project staff;

Reviewing the qualifications of, and making recommendations concerning, applicants for project staff positions;

Making copies of records (bylaws, minutes of meetings, and names of committee members) available to the community.

What other items of particular importance to your own committee do you want to include? Some examples might be:

The parent committee has no powers beyond those stated in bylaws;

No member is required to give money or property to the committee.

Membership

Say who is eligible to serve on the committee:

Parents of Indian children enrolled in the LEA's schools;

Teachers, including certified guidance counselors, in the LEA's schools, except for members of the Title IV project staff;

Indian secondary students enrolled in the LEA's schools.

(Subpart C, §186a.20, of the May 21, 1980 regulations.)

If your committee is selected by traditional means (a method other than an election), this should be stated in the bylaws. You should also say you have received written permission from the Secretary of Education.

Say whether or not there can be a transfer of membership.

Say what the length of term will be: One year? Two years? Staggered terms? One-third of committee elected each year? etc. The new regulations now specifically state that terms can be for more than one year and that a portion of the committee can be elected each year.

Say how a person agrees to be a member (written or verbal acceptance?).

Say how many votes each member has (usually only one vote); say what type of voting you will have: voice, roll call, ballot.

Say how a member can leave the committee.

Give reasons for removing a member; say how you remove a member. Examples: not attending X number of meetings; by a two-thirds vote.

Do you also want to say:

How many members, including alternates, if any, can serve on the committee?

If you will elect alternates, how many, and whether or not they can vote?

How many must be from each group (parents, teacher or counselor, and Indian secondary school students)?

Whether members should represent different geographical areas or tribes? (This is not required.)

What qualifications, if any, members must have to participate?

Officers

Give titles of officers. For example, will you have a chairman or president? Do you need a treasurer?

Describe how members are nominated and elected and how long they will be in office. Will you put a limit on consecutive terms? Not more than two?

Describe how a vacant office is filled before a regular officer election.

Meetings

How often? Once a month; four times a year, etc.?

How will members be notified? How soon before the meeting?

How many members will be needed for a formal meeting? What is a quorum: percentage or number?

Are meetings open to the public? Are some meetings open and others closed?

How are agendas set? Will there be an opportunity for all members to present topics?

What is a deciding vote: simple majority? Two-thirds majority?

Can a member be reimbursed for money spent on committee activities (photocopies, posters, etc.)? What procedure for reimbursement will you use?

Subcommittees

Say how subcommittees are formed. Will they be created by vote of the full committee or created by the chairman or officers?

Will you form permanent subcommittees? How many members? What will be their specific activities?

Amending the Bylaws

How do you change them? By majority vote? Two-thirds vote?

Ratification

Say that a specific vote of the committee members has adopted the bylaws on a specific date.

The following bylaws are presented as a sample. When reading them please note that:

> Some decisions about deciding votes, duties of officers, etc. have been arbitrarily set. They may not suit your own needs.
>
> Sections with an asterisk (*) after the heading indicate information required by the regulations. For instance, Chairman*. (Your bylaws must describe the duties of the officers of the parent committee. But those duties do not have to be the same as those described here.)

BYLAWS OF THE __________ TITLE IV PART A PARENT COMMITTEE

ARTICLE I
NAME OF THE COMMITTEE

The name of this committee shall be the ___________ Title IV, Part A Parent Committee.

ARTICLE II
PURPOSES OF THE COMMITTEE

The establishment and the work of the parent committee is to comply with the rules and regulations governing Part A of the Indian Education Act as found in the Federal Register, Vol. 45, No. 100, May 21, 1980.

The parent committee, in addition to maintaining bylaws, must participate in the assessment of needs and the design, operation, and evaluation of the project.

The committee must also advise the ______ school district on the development of policies and procedures relating to the hiring of project staff. It must review the qualifications of, and make recommendations concerning, applicants for project staff positions.

The committee must make available copies of its records, such as bylaws, minutes of meetings, and the list of committee members available to the community. However, it cannot make records available that are protected by law from disclosure.

The Title IV program must have the written approval of both the parent committee and the ______ school district.

The parent committee shall have no power to bind any member of the _______ school district to any debt, liability or obligation without an express written authorization from the party to be bound.

No member of the parent committee shall be required to provide any sum of money or property to the parent committee. No member of the parent committee shall be required to give any service to the parent committee other than the services described in these bylaws. The parent committee shall not pay any member for providing services.

The parent committee shall have no powers beyond those expressly set forth herein.

ARTICLE III
MEMBERSHIP

1. Composition of the Parent Committee

According to Subpart C, Section 186a.20 of the May 21, 1980 regulations, the committee voting membership shall include only parents of Indian children to be served, teachers or counselors, and whenever secondary school students are enrolled, Indian secondary school students.

At least half of the committee must be parents of Indian children to be served, at least one member must be a teacher or counselor, and if Indian secondary students are involved, at least one member must be an Indian secondary student. At least half the committee members must be Indian.

A parent is any person who on the date of an election for parent committee membership is the parent or person acting as a parent (in loco parentis) of an Indian student currently enrolled in a public elementary or secondary school of the ______ school district.

Certified guidance counselors may be elected as well as teachers. Neither may be a Title IV project staff member.

The parent committee shall have no more than ____ regular members and no fewer than ____ regular members. _____ alternates shall be elected at large from those groups eligible for membership.

No member of the parent committee, nor any member of his or her immediate family, may be hired for a position on the Title IV project. If this restriction is waived by the Secretary of Education (according to Section 186a.42), the affected parent committee member may not participate in any committee action that is likely to affect the financial interests of his or her family member who is on the project staff.

Also, no parent committee member may participate in any committee actions related to review of applications when a member of his or her immediate family is an applicant.

2. Selection of Members

New members, including alternates, are selected by a majority vote of all parent committee members. One third of the members will be elected each year.

Each elected (or tribally appointed) member shall give the parent committee a written acceptance.

Ex officio and honorary memberships can be awarded by a two-thirds vote of the committee. These members have no voting rights.

Membership in the parent committee cannot be transferred.

3. Voting Rights

Each member shall have one vote in any matter submitted to the parent committee for general vote. Proxy voting and absentee ballot shall not be permitted. A member may abstain from voting on any matter.

Alternates may vote; ex officio and honorary members may not.

4. Termination of Membership

Any member may resign by giving a written resignation to the parent committee.

A member shall be automatically removed from membership in the parent committee for the following reasons:

a. The member does not attend any regular or special meetings of the parent committee for _____ consecutive months.

b. The member no longer resides or works in the school district, but this does not apply to a parent whose child continues to attend school in the school district.

c. The member no longer represents the group or organization which was supposed to be represented by that member.

After __ unexcused absences, membership shall be automatically terminated, unless an exception is agreed to by the parent committee.

5. Vacancies*

By affirmative vote of_____ members of the parent committee, a vacancy can be filled. The new member will serve only for the term of the vacant member.

ARTICLE IV
OFFICERS*

The officers of the parent committee shall be a chairman, vice chairman and secretary. Other officers may be appointed as the committee desires.

1. Election and Term of Office*

The officers of the parent committee shall be elected by majority vote at the first regular meeting of the school year and shall serve for ____ year(s).

2. Vacancy*

A vacancy in any office of the parent committee may be filled by majority vote of the committee members present at a general meeting. The newly elected officer shall serve only for the unexpired portion of the term of the vacant office.

3. Removal

Any officer may be removed by a two-thirds vote of all members whenever it is in the best interests of the committee.

4. Chairman*

The chairman shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the parent committee from time to time. Specific duties are to preside over all general committee meetings and sign all letters, reports, and other committee papers as required. The parent committee chairman must sign off on the project application, applications for continuation awards, and amendments to applications (including revisions to the project budget and project design). The chairman will also be an ex officio member of all subcommittees and define the work they will do.

5. Vice Chairman*

The vice chairman will assume the role of the chairman when the chairman is absent. The vice chairman shall have all the rights and privileges of the chairman when acting in that capacity. Other duties of the vice chairman are: to see that membership on the parent committee is consistent with federal guidelines, and arrange for speakers and special programs. He or she shall perform such other duties as may be prescribed by the parent committee from time to time.

6. Secretary*

The secretary shall keep the minutes of the meetings, both regular and special, and shall provide copies to the Title IV office, the parent committee, and to such other persons the committee may indicate. He or she shall see that all notices are given in accordance with the provisions of these bylaws, be custodian of the committee's records, keep a list of the addresses and telephone numbers of each member of the committee. The secretary shall perform such other duties as may be prescribed by the parent committee from time to time.

ARTICLE V
MEETINGS*

The parent committee shall meet not less than ___ times a year and on the call of the chairman. A majority of the members present at any meeting may adjourn the meeting.

1. Regular Meetings*

The date and time of regular meetings will be decided by a majority vote at the first Fall meeting of each year. All regular meetings of the parent committee shall be open to the public. Notice of regular meetings shall be in writing and shall state the date, hour, and location of the meeting. Notices shall be mailed to each member not less than _____ days before the date of such a meeting. A copy of the agenda shall be enclosed with the notice.

2. Quorum

The presence of ____ members of the committee shall be required in order to constitute a quorum necessary for the transaction of the business of the parent committee. No decision of the parent committee shall be valid unless there is a majority vote of the members constituting a quorum.

3. Agenda

The agenda for each meeting shall be prepared by the chairman. Individual members of the parent committee are encouraged to submit agenda items to the chairman or to present their proposals formally under the agenda item of "New Business". An item may be placed on the agenda by contacting the chairman at least _____ days prior to the regular meeting date.

4. Special Meetings

Special meetings may be called by the chairman or by majority vote of the parent committee. All members shall be notified by telephone if necessary.

ARTICLE VI
SUBCOMMITTEES

1. Standing Subcommittees

The standing subcommittees are: evaluation, needs assessment, membership, nominating and _______. Each standing subcommittee chairman shall be appointed by the chairman; committee members shall be selected by the chairman of that committee.

2. Additional Subcommittees

The parent committee shall create such subcommittees as may be required to promote its objectives. Each subcommittee can be created by majority vote of a quorum at any general parent committee meeting. The chairman of the subcommittee shall be appointed by the chairman of the parent committee. Each subcommittee chairman shall select the members of his or her committee.

3. Vacancies

Vacancies in any subcommittee may be filled in the same manner as in the original appointment.

4. Rules

Each subcommittee may adopt rules for its own government as long as they are consistent with the bylaws and other rules adopted by the parent committee.

5. Term of Office

The term of office for standing subcommittee members shall be _____ year(s). Subcommittee members shall serve for no more than one year.

ARTICLE VII
AMENDING THE BYLAWS*

These bylaws may be amended at any time by a _____ affirmative vote of the members of the parent committee in attendance, provided that the amendment is to carry out the purpose and objectives of the parent committee as expressed above. Any amendment must conform with the Rules and Regulations of the Indian Elementary and Secondary Education Act as amended May 21, 1980. It must also have the written approval of the Superintendent of schools.

ARTICLE VIII
RATIFICATION

These bylaws shall be declared adopted by the parent committee when passed by _____ of the full membership of the parent committee, at a general meeting of the committee.

These bylaws are approved by the ____ parent committee at its meeting on ______, 19__.

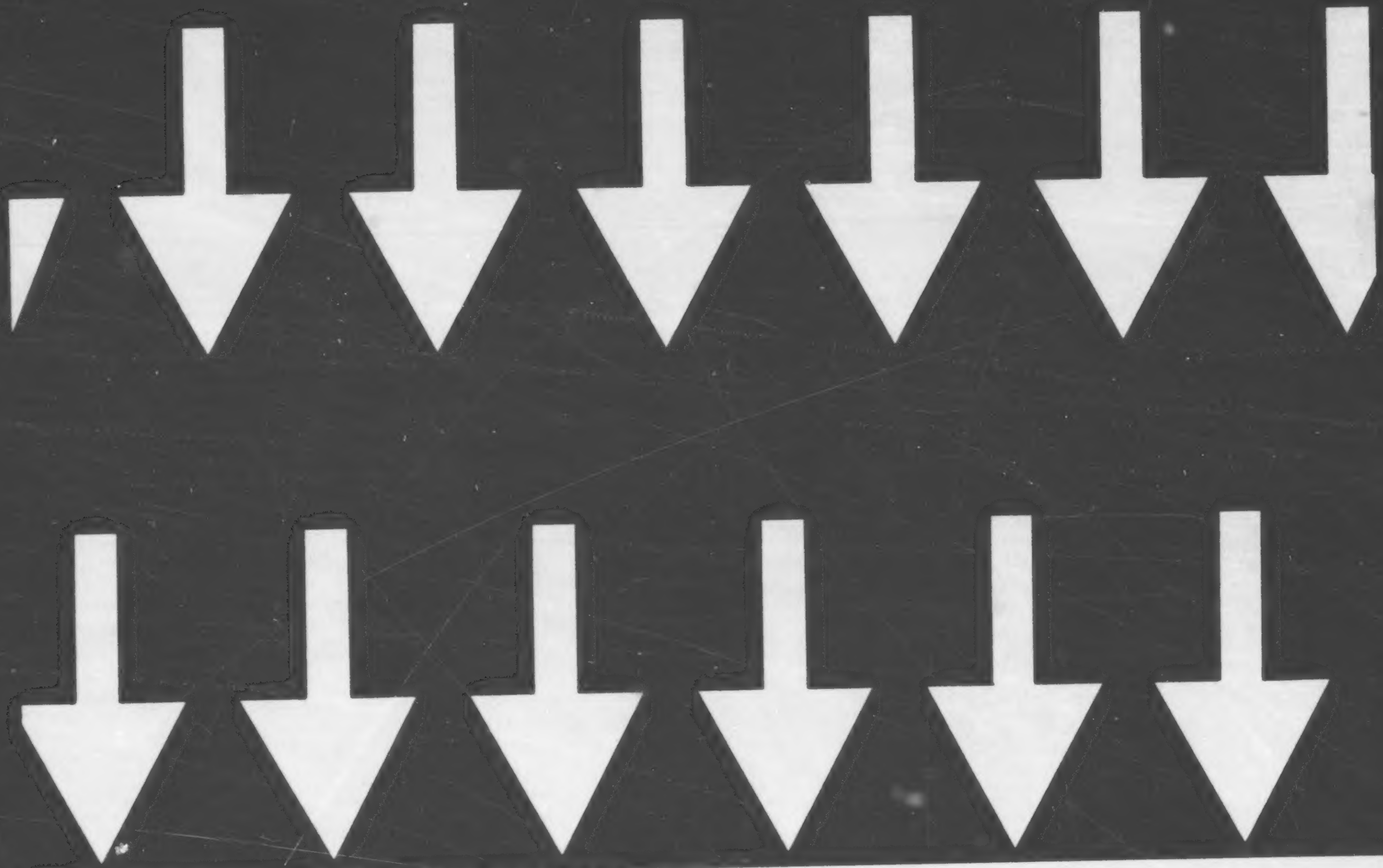
IN WITNESS THEREOF,

________________________ Name, Chairman

________________________ Name, Vice Chairman

________________________ Name, Secretary

PROGRAM DEVELOPMENT



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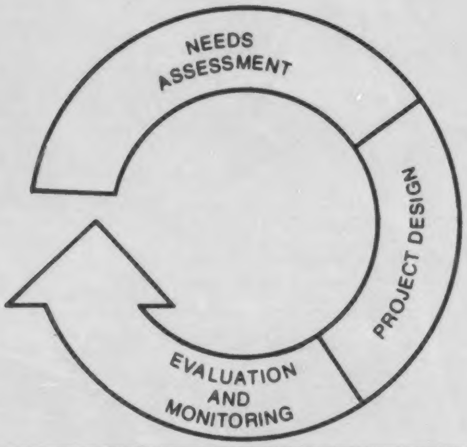

PROGRAM DEVELOPMENT

This section can be used as a guide for project staff and as an introduction to the process of program development for parent committee members. (Note: in this section, the word "program" is used to describe the overall plan or set of ideas on which the project is based. The "project" is the final set of plans funded by OIE.)

It is the ultimate responsibility of the LEA to conduct the needs assessment, design the project and evaluation, hold the hearing, and submit the application. However, the parent committee must participate in the needs assessment, design, and evaluation of the project. The parent committee must also give written approval for the final application, continuation or amendment. How fully the parent committee participates will depend on the amount of time individual committee members are able to devote to these activities.

In the past, OIE has recommended that the application packet include a chart (see next page) with the following sections:

Need Statement;

Goal Statement;

Program Component
(if there is more than one major thrust to your project);

Budget Allocation;

Objectives;

Activities;

Timeline;

Responsibility
(or person responsible);

Evaluation Design
(process and product).

You are not officially required to use this format. It is simply a way to organize all the essential information to provide an overview. If you use a chart format, also describe the project in narrative form. The narrative section should not exceed 25 double-spaced pages. You do not need to include information included on Part VI forms (needs assessment, for example) if the information on those forms is adequate and complete.

If the project is for more than one year, separate objectives and timelines must be included for each budget period (year).

Each step in the process is discussed in the following sections.

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SUGGESTED FORMAT FOR PROGRAM NARRATIVE

NEED: Based on the school district standardized tests (CTBS) given at the 5th, 8th, and 11th grades, the average score for the Native American students was ten to fifteen points below the norm (50th percentile). Both sexes scored the lowest in all categories and were the lowest of all ethnic groups.

Component: Tutoring
Budget: $47,497.54

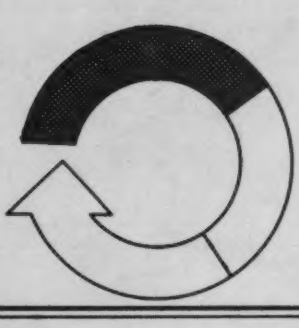
GOAL: To improve the reading achievement level of Native American students.

Objective	Activities	Time Line	Person Responsible	Process Evaluation	Product Evaluation
By June, 1981, 75% of Native American students (K-5) receiving supplemental academic assistance will have increased their reading level by at least one grade level from their initial placement level according to the Botel test.	1. Assign tutorial aides to schools with 15 or more referrals for academic assistance for Native American students not served by any other program.	September - October	Teachers	Referral forms on file. List of schools where aides placed.	
	2. Obtain Botel scores for all students referred.	October	Aide/ Teachers	Initial Botel scores recorded on referral forms, including date taken.	Record entering Botel score.
	3. Request reading teacher at school to give Botel to students who have not taken it.	October - November	Teachers		
	4. Schedule students and begin tutoring with Arista Alpha Program in addition to classroom materials.	October - November	Aide/ Teachers	Daily reports per child reviewed biweekly. Monthly reports to staff coordinator.	

(continued on following page)

(continued from previous page, Suggested Format for Program Narrative)

Objective	Activities	Time Line	Person Responsible	Process Evaluation	Product Evaluation
	5. Review subjective progress of students and recommend continued tutoring or return to classroom.	January - May	Aide/ Teachers	Notation on referral form.	Record teacher aide subjective notation of student programs. Compare subjective evaluation with reading progress.
	6. Administer final Botel test at end of tutoring or end of year.	January - May	Staff Coordinator	Record on referral form.	Record final Botel score.
	7. Analyze progress per student.	January - May	Staff Coordinator	Thorough review of all information on student.	Compare test scores with subjective notation. Report on success of objective.



NEEDS ASSESSMENT

This section reviews basic approaches to conducting any needs assessment. These are valid for collecting baseline information for any project but they are presented within the framework of the 186a regulations, Section 186a.21.

The regulations say you must determine what the needs of your Indian students are, how many students are involved, what evidence you have, which needs are most important and whether there are other programs already in existence that serve these needs. Even if yours is a continuation application you may want to check to see if your needs are still the same. (Your last evaluation should tell you this.) The conditions and needs on which you based your original program may not be appropriate or relevant any more.

Needs assessments have two basic parts:

Collecting information to define an area or problem;

Setting priorities based on the information collected.

COLLECTING INFORMATION

This first part usually requires more steps and takes the longest. It involves deciding: what needs to focus on, who will do the work, what kinds of measurements you will use, and the kinds of evidence you need to substantiate your needs.

Who Does the Work

The school district is responsible for preparing and submitting the application, but it must be done with participation of parent committee members. There are at least two ways to do this. One way is to set up a committee for the needs assessment with representatives from both groups. This way the committee can have easy access to the school staff and records as well as the Indian community.

Conducting the assessment requires a lot of work and the committee members should be aware of this before they commit themselves to the job. Once a committee is named, a leader should be chosen who will have over-all responsibility for the needs assessment. This person is usually the Title IV director. The individual members of the committee may not do all the work themselves, but they must assume responsibility for seeing that the work is done.

Another way is for the LEA to conduct the needs assessment itself and, periodically, present its findings to the parent committee. This is desirable if most parent committee members do not have the time to devote to the needs assessment. They can still play a valuable role by letting the LEA know what they believe the students' greatest needs are and offering to help collect information from the Indian community. The parent committee should be involved in setting priorities. Many parent committees appoint a subcommittee to work on the needs assessment.

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What Needs to Focus On

You need to know where you are before you decide where you want to go. The project director can describe the current program. Things that are helpful to know are:

The current program activities;

Staff and their responsibilities;

Number of students served by the program as well as the total number of Indian students in the school district;

The relationship of the program to other programs and services offered by the school, especially Title I, Title VII, and Johnson O'Malley.

The LEA is required to list other programs in its application, ED Form 794, when those programs are used to address the same needs as those of the Part A project. In fact, it must say how much money it gets from each source, the grade levels, the total number of children served, and the total number of Indian children served.

This will give you an idea of where to start. The next step is to define the areas of need you want to concentrate on before you actually gather information. Authorized activities are enumerated in Subpart B, Section 186a.10 of the regulations.

The committee should be able to identify three or more needs that seem important to most people. Your list of needs may include:

Counseling/guidance;

Home/school liaison;

Academic tutoring;

Vocational training;

Health or dental services;

Student transportation;

School related expenses;

Cultural enrichment;

Indian language for instruction.

These activities are examples; you are not limited to them.

In most cases it is best to choose no more than three or four areas in which you feel there may be a real need **that you can do something about**. You won't have unlimited resources, time, etc., to accomplish everything on the list.

Kinds of Measurements

The regulations mention "dropout rates, academic achievement levels, standardized test scores or other appropriate measures." These specific examples can all be easily obtained from the school district. Other appropriate measures can mean one of two things: either you want statistics on a non-academic area such as health care or transportation, or you want to get people's ideas and opinions about what the needs are. Collecting the first kind of information (hard data) is cut and dried; the second kind (soft data) requires some form of interview, survey or questionnaire. Hard data is sometimes referred to as objective data; soft data is also called subjective data.

Information like test scores, number of miles students live from school, and number of times students receive dental services is considered hard data. Most hard data can be collected from information that already exists. In addition to your public school, you may want to go to health or social service agencies to collect hard data. When you can get hard data, use it.

Soft data is just as valid, but is not always as easy to collect. The easiest way to present convincing soft data is to quantify it: to say that 40 out of 60 parents think teachers are not supportive of Indian students, or 75 out of 100 students say their work is too easy or they don't know anything about how to apply for college. You get this information by asking what people think about a certain subject, but you substantiate it by saying how many people feel that way. However, there is no need to ask people to guess at information that is already available as hard data.

For instance, to prove you have a need for academic tutoring, you'll want to collect student grades and standardized test scores (hard data). This data is available from the school district and can be obtained through staff members. You might want to add some soft data to help you define more clearly what the problem is, such as, X% of students say they have difficulty understanding the teacher or that she goes too fast. However, all this information would be useless if what you wanted to prove was that students need financial help for academic or extracurricular activities.

The following is a brief outline of the different sources of information to collect, depending on the need you wish to establish.

Sources of Information

Soft Data:

Interviews, surveys or questionnaires administered to parents, students, teachers and other staff.

These may include some form of: rating scales, self-evaluation, personal judgments, Q-sort, etc.

Hard Data:

School records of: test scores, attendance, drop-out rates, applications to colleges or vocational schools, health and immunization records, language assessments, number of students participating in extracurricular activities and special courses.

Description of existing school programs and the proportionate number of Indian students they serve.

Comparison of existing school programs and state minimum standards.

Depending on the kind of need you want to establish, school records can provide much of the data. The charts on pages 71,72 list suggested information you might want to collect to establish different kinds of needs; they are not intended to be complete. You may have a need not presented here as an example, or you may have a better way of getting the information. Once you decide which needs to ask about in more detail, you will be able to decide exactly what kind of information to collect. Some of it will be in the form of hard data. Other information will be soft data from questionnaires, etc. When you decide what soft data you need to support the hard data, you can consolidate some of your questions that deal with more than one area onto the same form or questionnaire. You will also need to decide who collects what information. Hard data from the school would be easier for the Title IV staff to collect; interviews with teachers, parents or students could be done by either staff or committee members.

Remember to clear everything that affects schools with your superintendent and the principal of each school. Their support will make your job easier.

Collecting Soft Data

Several Title IV projects have already developed survey instruments for conducting needs assessments. You might want to ask around, get copies of other people's efforts, and adapt them to your own situation. A sample survey instrument is included on pages 73-75. Rating scales and Q-sorts ask people to rank or sort a given set of information in the order they think is most important.

One thing that many projects have discovered is that the Indian community sometimes describes needs which are either being currently served by the school district or should be served according to state minimum standards. You can find out whether this is so and at the same time inform parents of services that are already available. Include an initial section in your questionnaire that describes existing programs and ask parents to check off those they are already familiar with. In this way you can inform parents of existing services and programs they may not know about. To learn what your district should be offering according to minimum standards, get a free copy of state minimum standards from the school district. To find out what other programs your district offers over and above the minimum requirements, ask the person in charge of federal programs or your superintendent.

If you choose to develop your own questionnaire, there are a few things to keep in mind:

Don't make the instrument so long that people will balk at filling it out. For example, keep the number of questions to 25 or less.

Set down what it is that you think you want to find out before you actually draft the instrument. For example, do you want to know whether or not people feel comfortable in dealing with school district personnel? Do you want to know how many people know what the existing Title IV program does?

Try and keep out questions you can't do anything about or questions you can find the answers to in other ways.

Ask only one question at a time.

Try out your questions, if only on staff members, before you ask them of the community. You may find you need to remove or change items because they are not clear.

Have some idea in mind before you start about how you are going to compile your information; yes-no answers are easy to count, but will they provide you all the information you want? On the other hand, just leaving blanks for people to fill in any way they want makes it hard to come up with specific categories once you begin to analyze your information. Make your job of collating all the responses as easy on yourself as you can.

Once you are satisfied with your survey instrument, you should set a deadline for receiving all responses, and decide who will do the actual collating of responses.

You can collect your information personally through small group meetings, large hearings, or individual interviews. Indian parents, Indian students, and school staff as well as all parent committee members should be included.

Another way is to conduct a survey using a questionnaire that is mailed out to different groups. You may have to send out at least two reminders for people to complete the form and send it back in order to get a 30% return. Consult the section on parent committee elections for your questionnaire mailing list. The section about nominations (pages 10-13) discusses the development of appropriate lists. However, you may decide that surveying or interviewing everybody may be too big a task. In that case, you can choose a random list of persons to interview.

Data Analysis

Once you've collected your information, it needs to be put in manageable form before you can decide what it means.

Some hard data from the school district may already be tabulated in chart form. If yours is a large school district, you can enlist the help of the evaluation department to transfer your data to cards or magnetic tape for computer analysis.

Tally sheets are set up so that each question is listed along with alternative responses. They are generally used for smaller projects, especially when analyzing soft data. Once the data is presented in this more manageable form, you can tell by looking at a chart how well the Indian students are doing in math, for instance. This makes the information easier to compare with other data. (See samples on pages 76, 77.)

The sample planning guide on page 78 shows how you might work out a plan for all the steps in part one.

SETTING PRIORITIES

If you have identified more than one or two needs, you will probably have to choose among them. Here are several questions to ask when it's time to decide how to set your priorities:

How many Indian students are affected by this need?

Is there an existing program that could meet the need?

How urgent is the need?

Can it be met along with other needs at the same time?

Are necessary resources such as facilities, equipment and people available or easily obtainable for meeting this need?

Can you get enough money to do the job?

Are there other obstacles that could interfere with meeting this need?

Based on your preliminary assessment of needs, make a final decision about which of those needs are most critical and provide solid evidence for your decision. Write this up in brief form to include in your proposal (ED Form 736). A sample is included on page 79. In addition, many projects include results of assessment instruments or charts indicating school performance. There is also a form which asks the LEA to list other special programs (ED Form 974). On this form you are to list the needs in priority order. Both of these forms are discussed in more detail in the section on the application packet.

It is a good idea to let everyone involved in the needs assessment know about the final decisions. This can be done by sending them thank you letters, memos or asking them to attend the parent committee meeting at which you discuss the priority of needs.

Needs Assessment Summary

Determine a set of "most important" needs.

Study information from various data to determine the extent to which these needs are being met.

Decide which needs are program priorities.

EXAMPLES OF POSSIBLE NEEDS AND INFORMATION TO COLLECT

Counseling and Guidance

1. Does the school provide regular counseling services? What kinds?
2. How many Indian students take advantage of existing services? In what way?
3. Are aptitude tests a regular part of the school's service?
4. Are the counselors familiar with Indian students? Are any Indian themselves? Do any speak the local Indian language (if students are comfortable in that language)?
5. Do counselors know about the specific programs and grants available to Indian students?
6. What number and percentage of Indian students in your school go on to college or specific vocational training?
7. What number drop out of school? What kinds of jobs do they get?
8. Is on-the-job training available in local businesses and industries?
9. How many Indian students participate in existing programs?
10. What kinds of jobs are available in the community?
11. What kinds of jobs do Indian students get once they leave school?

Instructional Services

1. How well do Indian students do in school? Has the academic achievement improved, stayed the same, decreased?
2. Are there remedial programs available? Have they helped?
3. Would it be beneficial to provide tribal history, crafts or language programs? Is your school the appropriate place to teach it?
4. Does a lack of understanding English contribute to poor grades? Would explanations in an Indian language help?

(Continued Examples of Possible Needs and Information to Collect)

Support Services

1. What health or dental services are available?
2. What health or dental services do Indian students need that they do not presently receive?
3. Is transportation for health care a problem?
4. Is regular transportation to and from the school provided? What are the limitations?
5. Is transportation available for those students who might like to stay after school to participate in extracurricular activities?
6. How many Indian students would participate in these activities if transportation were provided?
7. Is there a real financial need on the part of Indian students and their families?*
8. What are their school-related expenses?
9. How many students are not able to participate in activities because of a lack of funds? How many are inadequately dressed for winter weather, need gym clothes, school supplies?

* Remember that the LEA and parent committee together must set eligibility criteria for financial need if you choose support services as a program area.

Sample Letter to Accompany Survey, Questionnaire, Etc.

(YOUR SCHOOL DISTRICT)
(DATE)

(Inside Address)

Dear (Community Member, Student, Teacher, or Counselor):

The ______________ School District and the _____________ Title IV Parent Committee are trying to identify the critical educational needs of Indian children in our community.

We can determine these needs only through your help. Please complete this survey--don't forget to rank needs by priority on the last page of the survey. If any of these questions are not clear, please ask our volunteer to clarify them.

We will tally the results and share these with you at our open house hearing, at which time we will ask your input to develop next year's Title IV program. The meeting will be announced three weeks from now (on station TPPA, the local daily or weekly paper, etc.). You may also call the Title IV office (phone number: ____________) for the meeting date.

Thank you for your cooperation.

Sincerely yours,

Title IV Director

Parent Committee Chairman

P.S. Although this survey is confidential, we would appreciate a check as it applies:

I am a (an):

____ Indian student
____ Teacher of Indian students
____ Parent of Indian student(s)
____ Counselor of Indian students
____ Other Indian adult

Sample Student Survey

(This survey includes questions about counseling, job interests and cultural studies.)

1. How often do you do these activities and how important are they to you?

Activity	How Often			How Important		
	(a) Often	(b) Occasionally	(c) Never	(a) Very	(b) Somewhat	(c) Not Important
Participate in extracurricular school activites.	a	b	c	a	b	c
Participate in elective school courses.	a	b	c	a	b	c
Travel outside the county.	a	b	c	a	b	c
Read newspapers, news-magazines (Time, Newsweek, etc., books).	a	b	c	a	b	c

2. Are there any activities you would like to participate in but cannot because of lack of funds?

___ Band
___ Sports
___ Yearbook
___ Other (explain)

Please circle one letter only for each question:

3. Do you expect to complete high school (get your diploma)?
   a. Yes
   b. No
   c. Not sure

4. Do you expect to spend a year or more in college?
   a. Yes
   b. As long as money is available
   c. No
   d. Unsure

5. After you leave high school, what kind of job do you plan to take?
   a. Vocational (automotive, construction, etc.)
   b. Business—secretarial
   c. Business—management
   d. Business—sales
   e. Professional

f. Don't know
g. Other: ____________________

6. Have you planned your coursework toward this job?
   a. Yes
   b. No
   c. To some degree
   d. Courses don't exist

7. Was this with the help of a counselor?
   a. Yes
   b. No
   c. To some degree

8. What are the ways in which the counselor could help you most?

   Information About:
   a. Available jobs in the community
   b. College and technical school requirements
   c. Different kinds of jobs

   Counseling:
   d. Personal problems

9. Which of the following might prevent you from getting the job(s) you want?

	A Lot	A Little	Not Much
Lack of good job opportunities on (or near) the reservation or community	a	b	c
Don't know people who are able to help me "learn the ropes" of job(s)	a	b	c
Prejudice against people on my reservation or in my community for these jobs	a	b	c
Insufficient training	a	b	c

   Other: ____________________

10. How interested would you be in a course that offered any of the following?

a. History of your tribe	a	b	c
b. Tribal crafts	a	b	c
c. Indian/state and federal rights	a	b	c
d. Indian language	a	b	c
e. Indian dance and music	a	b	c

If you are interested, what is your tribal affiliation? ____________________

Thank you,

(Signature)

Sample Attendance Data/Analysis
Example No. 1

DROPOUT/RETENTION DATA

Data below indicates that among those Indian students who began the 9th grade in high school(s) in 1975-'76, only 59% are reported to have attained high school diplomas to date:

1980 Graduating Class	TOTAL	GRADUATING No.	%	DROPPED No.	%	RETAINED No.	%	OTHER No.	%
Number of Indian students enrolled as of 4th Friday, 1975-'76 school year	110	65	59	29	17	10	.09	6	.05

Sample Attendance Data/Analysis
Example No. 2

SECONDARY ATTENDANCE

A printout on daily absenteeism for eight (8) weeks, ending October 8, 1980, for grades 10-12, indicates that on the average, Indian secondary students miss 3-4 times the number of days missed by their non-Indian counterparts. See printout below.

Grade	No. Indian Students	Average Days Missed— Indian Students	No. Non-Ind. Students	Average Days Missed— Non-Ind. Students
10	26	10.1	90	2.5
11	22	9.6	88	2.4
12	21	9.5	85	2.2

PLANNING GUIDE

What to Get	Who Does It/ How to Get It	Contact	Date	Analysis
Instructional Services:				Numbers, Percentages, Charts:
1. How well do Indian students do in school? Has the academic achievement improved, stayed the same, decreased?	1. Collect achievement scores--grades 3, 5, 8 for past 2 years.	1. Principal or school counselors.		1. Average over-all gain or loss by grade/year as well as percentage for each grade level.
2. Are there remedial programs already available? Have they helped?	2. Get list of existing remedial programs, names and grades of Indian students in programs; interview teachers.	2. Principal, remedial program teachers.		2. Number of Indian students in program, average gain or loss as a result of participating in programs. Summarize teacher response.
3. Would it be beneficial to provide tribal history, crafts or language programs? Is your school the appropriate place to teach it?	3. Survey or interview students, parents and teachers.	3. Principal and Title IV parent committee chairperson.		3. Tally, summarize open-ended responses.
4. Does a lack of understanding of English contribute to poor grades? Would explanations in an Indian language help?	4. Include questions on survey above; check verbal scores on achievement tests.	4. Same as 1, 3 above.		4. Same as 3 above; compare verbal scores with non-Indian from same schools.

DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART VI - A NEEDS ASSESSMENT	FORM APPROVED FEDAC NO. R108 APP. EXP. 12/82

Section 186a.21 of the Part A regulations provides that, "An applicant shall conduct a needs assessment to determine the special educational and culturally related academic needs of the Indian children enrolled in its schools and the number of children with those needs."

---

1. Describe the method by which the needs assessment and ranking process was carried out. Include: (1) the method of assessing other available services, and (2) the involvement of the parent committee. (Use additional sheets, if necessary.)

EXAMPLE:

The parent committee and LEA developed two sets of surveys: one among a sample of 40 Indian and non-Indian students, the other among 30 Indian and non-Indian adults in the community. The parent committee used volunteers to distribute the surveys. Volunteers stayed with the person to be surveyed (helping to clarify any questions) until he/she completed it.

The LEA also reviewed test data, absenteeism, and drop-out statistics. These are included along with surveys as attachments.

The parent committee met twice with the LEA representative to assist in developing the surveys and in administering same to members of the Indian community.

2. List the subject matter (reading, math, etc.) and other categories (culturally related academic needs) that were surveyed. (The instrument used for the needs assessment may be substituted.)

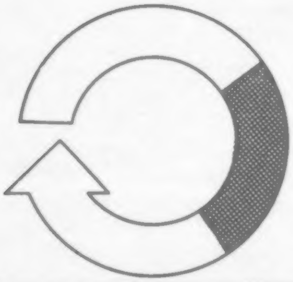
Other services available: Included in the surveys were questions concerning basic and supplemental services, extent of use of these services, and rating of their impact on the individual students.

The following areas were surveyed for all levels:

Reading and math achievement;
Attendance;
Drop-out;
Self-concept/career awareness;
Parent involvement;
Social services.

The teacher and counselor survey was also conducted on perceptions of Indian student achievement and socio-economic conditions. SEE ATTACHED SURVEY FORMS AND RESULTS, LEA DATA.

Note: The priority listing of needs is requested in Part VI - B.



PROJECT DESIGN

Project designs are based on what it is you said you needed. You should describe what your goals are, what you plan to do, for whom, who will do it, when, and how you will decide whether you've reached your goals. This section is designed to help you work through your ideas before you actually make an official application. It contains a general outline for preparing your project design, examples, and suggested forms you may adapt to organize your information for writing the proposal. The next section discusses the procedure for actually putting the application packet together.

Evaluation and monitoring are mentioned here as they apply to the design. They are discussed in greater detail on pages 99-115.

The regulations specifically state that parent committee members must participate in the needs assessment, evaluation and monitoring, and also be involved in the design of the program.

DECIDING WHAT YOU WANT TO DO

The first step is to define your program goals and objectives. When you have stated your goal (based on your determined needs), the writing of your objectives should be clear enough so that the activities are almost self-evident.

Goals

Needs generate goals--if there is something you need, your goal is to satisfy that need. A goal is a general statement of your purpose. In order to reach your goal, you need a specific plan, something that is useable and clear-cut. There may be several different ways to reach a goal, so you need to decide which path you'll take--the shortest, clearest way to get from A to Z. Once the parent committee and LEA have agreed on what the greatest needs of the Indian students in their schools are, they are ready to decide what they can do to meet them, what their goals will be.

If there is a need for transportation to extracurricular activities, the matter is clear-cut. The goal is to provide students with the van or bus service they need to take part in those activities. When it gets down to specifics, that's where objectives come in. The project staff must decide how often they will provide the service, to how many students, and for what kinds of activities.

If the needs assessment indicates that a majority of Indian students make low grades in reading, the matter is more complicated. The goal is to improve student academic performance. That's an admirable goal; however, there are many different ways people go about reaching that goal. Some think the answer is smaller class sizes. Some think that it's helpful to take students

aside and give them individual help in their daily assignments. Some think that intensive vocabulary development will help. Others believe that "better" teaching materials will do the trick. Which path are you going to take? Which will be your objective?

In summary, goals are more general than objectives. Objectives are the roadmap for your plan of work. Goals are where you want to go; objectives are the best way to get there. Goals are written in general terms. They are also usually a re-statement of your needs. The following is a list of verb statements that are used when writing goals.

Grasp the significance of
Provide services to
Develop an appreciation of
Improve performance in
Have command of
Increase student awareness of

Your statement of project goals should give the reader a clear idea of your intentions. This does not need to include why you choose a certain direction (needs assessment) or what you plan to do to get there (objectives and activities).

Objectives

Once you have decided on your goals, it's time to make some specific statements about what you want the project to accomplish. These are written in objective form. Any goal may have more than one objective.

The new regulations emphasize that project objectives must be measurable. It has been said that anything which exists in some amount can be measured. Sometimes people go to extremes and say, "If you can't measure it, it doesn't exist." Don't let that kind of talk keep you from designing a project you might want because you can't come up with test scores to measure your efforts. A great deal of learning is incidental: unspecified, unintended, and often not revealed until long afterwards. "Measurable" means only that you have some way of knowing whether you've accomplished what you set out to do. One way to check on objectives not easily measured by tests is to find another clear way to indicate that the desired behavior has taken place: participation in extracurricular activities, number of books checked out of the library; or subjective measures, such as questionnaires or rating scales--by teacher, student or parent. The Handbook in Research and Evaluation (see references, page 86) contains five pages of suggested ways to measure program success.

State your objectives so that there is some clear way to tell if you have met them. That's half the evaluation design. It is a good idea to identify your independent evaluator before you begin to write objectives so he or she can help you state them in measurable terms. The role of the outside evaluator is discused in more detail on pages 100, 101.

How to Write Project Objectives

If your objectives describe behavior or actions, their accomplishment is observable. All such objectives have the following characteristics:

They describe **which** students will be meeting the objective;

They describe what the students will be **doing** when they achieve the objective;

They define any special **conditions** that must exist for the behavior to be acceptable: time limits, special materials;

They say what **standard** is used for acceptable performance: special tests, cut-off scores, etc.

Other terms you may have seen are **"terminal"** and **"instructional"** objectives. Terminal refers to the overall objective of a unit or project. Instructional refers to what is to be learned in a particular lesson. It's easy to become confused by all the different "kinds" of objectives. Just remember your objectives must be specific, showing who will be doing what, when, how well, and how you will know they've done it.

Some people use a chart form to help them write out their objectives:

Who	What	How Well	By When

Sometimes it's easier to break down a major objective into smaller, more manageable ones. Some of the sample applications include subobjectives. They usually have one additional condition or "box" that describes what the materials or circumstances are.

The chart on page 87 shows how sample objectives fit into the categories. No matter which order your objectives are written in, they should include this kind of specific information. You can move the boxes around any way you like.

Page 88 contains examples of goal statements and related objectives. They are keyed to sample goals based on examples in the section on needs assessment. They are only samples and they may not suit your own program.

If you are applying for approval of a three-year project you must have separate objectives for each year.

Three Kinds of Learning

Educators have classified all forms of learning into three kinds: **cognitive** (thinking, or intellectual processes), **affective** (feelings, or attitudes and values), and **psychomotor** (doing, or physical skills). We can know about something in three different ways: by thinking about it, by assessing our attitude about it, and by doing it.

Take cars, for instance. We can learn the history of the automobile, what kinds there are, who makes them, what their comparative performances on mileage are, and even the principle of the combustion engine. This is cognitive knowledge. We can also learn what we like about a particular car, what our position on foreign vs. domestic, or luxury vs. economy cars is, and defend our reasons for preferring a particular car. This is affective knowledge. Another way we can learn about cars is by repairing them ourselves. We can watch someone else adjust the carburetor and then do it ourselves. Later, when other things are wrong we can repair them on our own. This is psychomotor knowledge. Educators recommend that all three variables be included in setting educational objectives: we need to learn about things, to know what we believe about those things, and we need to know how to do them.

The chart on page 85 is an abbreviated description of the three domains. A reference for the complete descriptions, or taxonomies, can be found in the section on references, page 86.

Examples of Objectives

These are words you might choose when writing objectives that would include levels of learning in each of the domains:

Cognitive

Recall, repeat, translate, interpret, explain, read, analyze, write, develop, evaluate.

Affective

Be aware, accept, select, choose, respond, explain a preference, show commitment by, conceptualize a value, organize a value system, explain and act on one's basic values or point of view.

Psychomotor

Imitate, do by following directions, perform with good control, accurate with precision and speed, natural and smooth performance. Specific levels of performance should be related to the activity. For example, sew, bead, dance X kind of steps, build, weave, sing, etc.

Summary

The basic steps in designing the framework, the limits of your project, have been outlined in this section. The following list reviews those steps again.

- Goals are based on your assessed needs.
- Objectives are more specific statements of your goals.
- Objectives tell **who** will do **what**, by **when, how well.**
- Subobjectives are more specific, taking parts of the overall objective and telling: who will do what, under what conditions (or with what materials), by when, how well.
- The objective or subobjective should include more than one kind of learning: cognitive, affective and psychomotor; students should think, react and do.
- Objectives may be set for one or more years of the project.

Once objectives have been clearly defined, the activity plan and evaluation are easier to design.

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EDUCATIONAL VARIABLES

(These are listed from the most simple to the most complicated levels)

Cognitive Domain

Levels	**Examples**
1. Knowledge	1. Recall or recognize
2. Comprehension	2. Compare or interpret
3. Application	3. Use in new situation
4. Analysis	4. Separating fact from opinion
5. Synthesis	5. Develop a new idea
6. Evaluation	6. Judge information for a given purpose

Affective Domain

Levels	**Examples**
1. Receiving (attending)	1. Willingness to learn something new
2. Responding	2. Participate actively
3. Valuing	3. Recognize the worth of a thing
4. Organization	4. Able to prioritize values
5. Characterization	5. Behavior consistent with beliefs

Psychomotor

Levels	**Performance Examples**
1. Imitation	1. First attempts; must see to do
2. Manipulation	2. More coordination; can follow instructions
3. Precision	3. Few errors; can do without guidance
4. Articulation	4. Accuracy, control, speed
5. Naturalization	5. Natural and smooth

References

If you want additional inspiration for specific objectives for your program, there are plenty around you can look at: other federal programs and your own school district's curriculum guides are some examples. The Association for Supervision and Curriculum Development and other publishers of objectives may be resources you would want to consult. Local college libraries contain curriculum guides from many states and school districts.

The following is a list of books used extensively as resources by educators.

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. N.Y.: David McKay, Co., Inc., 1956.

(In this volume, Bloom has described six major levels of cognitive objectives. There are samples of test items that can be used to assess the achievement of each level of objectives.)

Flanagan, John C., Shanner, William M. Objectives. Palo Alto, Ca.: Westinghouse Learning Press, 1971.

(This set of four volumes lists terminal objectives and instructional objectives in language arts, mathematics, social studies, and science. They are organized into primary, intermediate, and secondary levels. Each subject area is organized by major areas in the discipline. The objectives have been categorized by level of performance in accordance with Bloom's Taxonomy of Educational Objectives.)

Isaac, Steven with Michael, William B. Handbook in Research and Evaluation. EDITS Publishers, San Diego, Ca. 92107, 1979.

(This book explains how to plan for research and evaluation studies, statistical techniques and analysis and development of attitude scales, questionnaires and tests. There are several helpful checklists and sample instruments.)

Johnson, Stuart R., and Rita B. Developing Individualized Instruction Material. Palo Alto, Ca.: Westinghouse Learning Press, 1970.

(This book gives suggestions for writing objectives, selecting activities for students, and measuring attainment of objectives.)

Krathwohl, David R., et al. Taxonomy of Educational Objectives, Handbook II: Affective Domain. N.Y.: David McKay Co., Inc., 1964.

(In this second volume describing a hierarchy of educational objectives, affective behaviors are categorized into five levels. This volume also has sample test items to assess the achievement of objectives at each level.)

Mager, Robert. Preparing Instructional Objectives. Belmont, Ca.: Fearon, 1962.

(This is Mager's classic work and is written in a simple how-to style. Since then he has collaborated with many other authors, including Pophem and the IOX staff--see below.)

Objectives Collection. Developed by the staff of Instructional Objectives Exchange (IOX), P.O. Box 24095, Los Angeles. (periodic revisions)

(This set of books is a collection of objectives based on contributions from seven school districts. Objectives for mathematics, language arts, social studies, science, physical education and fine arts are included, K-12.)

SAMPLE OBJECTIVES

Major Objectives

At the conclusion of a 12-week unit on comparative culture, 70% of enrolled secondary Indian students will demonstrate knowledge of their tribe's cultural history, values, and practices by an increase of at least 50% on a pre- post-test to be developed by the program.

By When	Who	What	How Well
At the conclusion of a 12-week unit on comparative culture,	70% of enrolled secondary Indian students	will demonstrate knowledge of their tribe's cultural history, values, and practices	by an increase of at least 50% on a pre- post-test to be developed by the program.

Subobjectives

The 100 Indian students, grades 3-5, will improve their reading performance using the ABC supplemental reading program by an increase of 13 months on the district reading inventory to be administered the second week of May.

*Who	What	With What	How Well	By When
The 100 Indian students, grades 3-5,	will improve their reading performance	using the ABC supplemental reading program	by an increase of 13 months on the district reading inventory	to be administered the second week of May.

*(the order of the categories have been changed merely to indicate there is no set rule.)

SAMPLE OBJECTIVES KEYED TO NEEDS AND GOALS

Need: Indian students need to improve their reading ability, as measured by standardized test scores.

Goal: To improve student performance in reading and language arts.

Objective:

All students, grades 3-6, who score two years or below on the CTBS reading section will increase their reading and vocabulary level by at least 16 months during this school year, as judged by appropriate sections of the CTBS.

Need: Indian students need to qualify for higher paying jobs, as measured by local employment commission statistics and counselor follow-up.

Goal: To improve job options for Indian high school students.

Objectives:

1. All Indian students, grades 7-12, will be able to describe the career options available in "X" county and will participate in one career field experience by the end of the Spring semester.

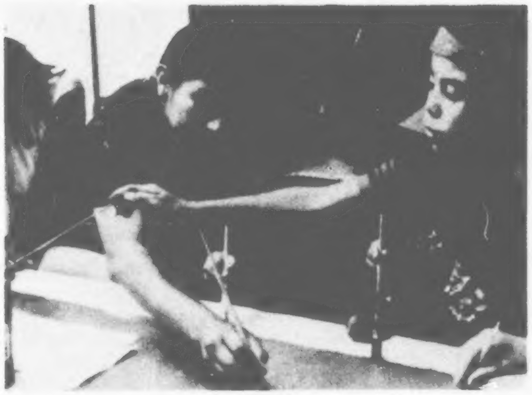
2. Twenty of the juniors and seniors will successfully complete a 3-month on-the-job training program, as evidenced by favorable evaluations (75% or higher) by their supervisor-employers.

Need: Most Indian students do not participate in extracurricular activities because they have no transportation, as indicated by the student/faculty survey.

Goal: To increase students' participation in extracurricular activities.

Objective:

At least 70% of the secondary students will participate in after-school activities and special events (including intramural and varsity sports activities) as a result of the after-school activities bus program.



DECIDING HOW YOU ARE GOING TO DO IT

This section describes how to determine the activities and administrative support the project staff must provide to actually accomplish the goals and objectives. It also briefly discusses the evaluation design. The information is arranged in the order indicated in the sample narrative application chart, pages 62, 63.

The Activity Plan

Activity plans are based on the objectives. They describe what it is that will be done to meet those objectives. The activity plan should describe every major activity or job that has to be done to be sure the objectives are met. For instance, an objective might be that "40 Indian secondary students will describe the job requirements for at least six career areas which are socioeconomically functional within the community as measured by visual/written reports and an objective test." Some of the activities listed to accomplish that objective could be: (1) make an inventory (or take a survey) of actual and potential careers in the community, (2) administer a career interest and attitude survey to the students, (3) have each student choose six options to study, etc.

As you are developing the activity plan, it is helpful to begin thinking about where activities are going to take place and how long an activity will last (by the day, week or month). A partially completed activity plan is included on page 92. The plan is based on the Needs/Goals/Objectives described on page 88. This plan is more detailed than some OIE samples, because it divides responsibilities between the project staff and the parent committee.

Administration Plan/Responsibilities

The needs assessment tells what you should concentrate your efforts on; the goals and resulting objectives tell what you will do about those needs, and the activity plan tells how you will go about it. The administration plan tells exactly who will be responsible for each major activity. In the sample narrative application form, this is the column called Responsibility (see page 62). A sample plan keyed to the activity plan is included on page 93.

If you choose to use a chart like the one on page 62, indicate under Responsibility who will be responsible for carrying out the activities listed in the column to the left. The parent committee's role in monitoring the project will also be described here.

Although the regulations require assurance that your LEA will supervise and be responsible for the administration of the grant, it's the project staff, with input of the parent committee, who will do the actual work. Formal administration plans usually call for a brief description of each person's job--who will be responsible for what and approximately how much time will be spent on each kind of job. This kind of formal plan is not required by OIE, but they do recommend an organizational chart. Samples for both large and small districts are included on pages 94, 95.

It is helpful to be clear about what must be done to keep the project going and what must be done to reach specific objectives. Day-to-day record keeping, filing, reporting, meetings, and holding other staff member's hands when they're down won't show up on administration plans, but they require time and effort.

If your project staff is small, deciding who does what may not be a problem. Even if you are a small operation, it's still very important to separate out what staff should do and what the parent committee members might do, and are **required** by the regulations to do.

Review your activity plan; combine related tasks; give them a title or name and then assign them to a particular person.

Job Descriptions

Both the LEA and the parent committee have specific responsibilities outlined in the regulations. These are discussed in the introduction on pages 1-3.

By regulation (Section 186a.41), the parent committee must: "advise the LEA on the development of policies and procedures relating to the hiring of project staff; review the qualifications of, and make recommendations concerning, applicants for project staff positions . . . . "

Project job descriptions will vary depending on your program goals and objectives. It is a good idea to ask for a list of job descriptions for directors of other projects from the school district office, review them, and adapt whatever you find helpful for your own project.

You may find the district job categories too rigid for your purposes. If the LEA requires that teacher aides must have 60 hours of college work, for instance, you may want to call your aides by another name, such as "Indian resource personnel", so you can define exactly the qualifications you need. Job descriptions for all staff members may be useful, just as a policy handbook is a good idea for the parent committee. Use job descriptions and policy handbooks to back you up, not back you into a corner. The job description format suggested below is for that of the project director.

Job Description Format:

Job title;

Salary range;

Job description (general);

Major duties;

Qualifications;

Evaluation (by supervisors).

Timeline

The section describing when you will do each activity is included in most proposals as a supplementary **timeline.** There are several ways to develop your timelines. Two samples are included, pages 96-98. Either one serves the purpose. One of them is for a multi-year program. You may prefer a different one. There should also be a schedule of parent committee meetings with a description of how they will assist in the monitoring and evaluation activities. Before you fill one out, it's helpful to simply make a list of activities and then put them in the order you want them to occur. It makes a quick outline to follow in filling out the chart. The sample narrative application form suggests a four-column chart to indicate your objectives, activities, responsibilities, timeline, and evaluation design all on one page (see page 62). The advantage to the longer samples is that they provide a working calendar that can actually be posted on the wall to help keep you on target.

This longer time line will also show you when and where you may have slack periods of activity and when you've planned for fifteen things at once. When you have decided who will do what, you will have already started the administration plan.

Evaluation Design

Evaluation and monitoring are discussed in greater detail following the sample timelines, activity and administration plans, pages 92-98. The last column of the narrative application chart outlines an evaluation design (pages 62, 63).

To use the same example discussed in the activity plan, the staff will measure whether or not the students have increased their reading ability: 1) giving them a pre-post diagnostic test (CTBS), and 2) reviewing student progress in tutoring sessions and the regular class. The objective itself spelled out how well the staff expected the students to perform: an increase of 16 months on appropriate sections of the CTBS by the end of the school year.

SAMPLE ACTIVITY PLAN BASED ON NEEDS, GOALS, OBJECTIVE STATEMENTS

Objective:

All students, grades 3-6, who score two years or below on the CTBS reading section will increase their reading and vocabulary level by at least 16 months during this school year, as judged by appropriate sections of the CTBS.

ACTIVITIES:

I. Identify Indian students, grades 3-6, in need of reading tutorial services.

1. Project director establishes (and parent committee approves) eligibility requirements.
2. Project director, with permission of each school principal, asks teachers to identify children who meet eligibility requirements.
3. Contact parents of all eligible students to inform them that their children may be eligible for tutorial services. Ask them to sign permission slips.
4. From responses, compile list of children, by school, to receive services.

II. Hire necessary part-time tutors to provide services.

1. Establish, review job qualifications with parent committee.
2. Post notice of qualifications, amount of work, number of children to be served.
3. Select most qualified applicants from those submitted (taking into account parent committee recommendations).
4. Notify school authorities of your decision; get approval for scheduling of tutors, students at each school.

III. Establish project at school sites.

1. Contact schools (principal, teachers) to set up schedules for each student.
2. Assigned tutor visits teachers; works out plans for individual students.
3. Tutor meets with student to develop profile.
4. Ongoing tutoring services; check, maintain supplies.

IV. Monitor and evaluate.

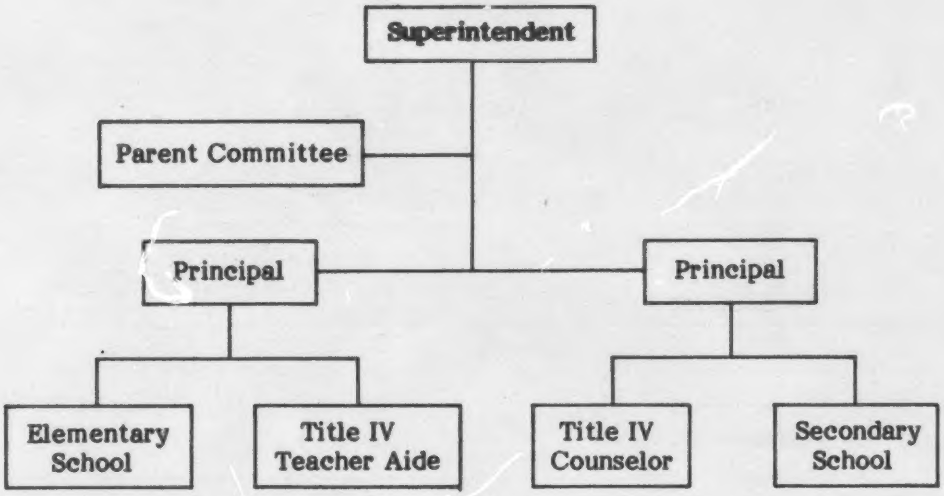
1. Develop reporting system based on objectives with outside evaluator.
2. Supervise activities; require periodic progress reports from tutors.
3. Periodic evaluation of student progress; decision to continue, modify student plan or graduate/drop from program.
4. Periodic report to and review by parent committee; copies to principals.

ADMINISTRATION PLAN

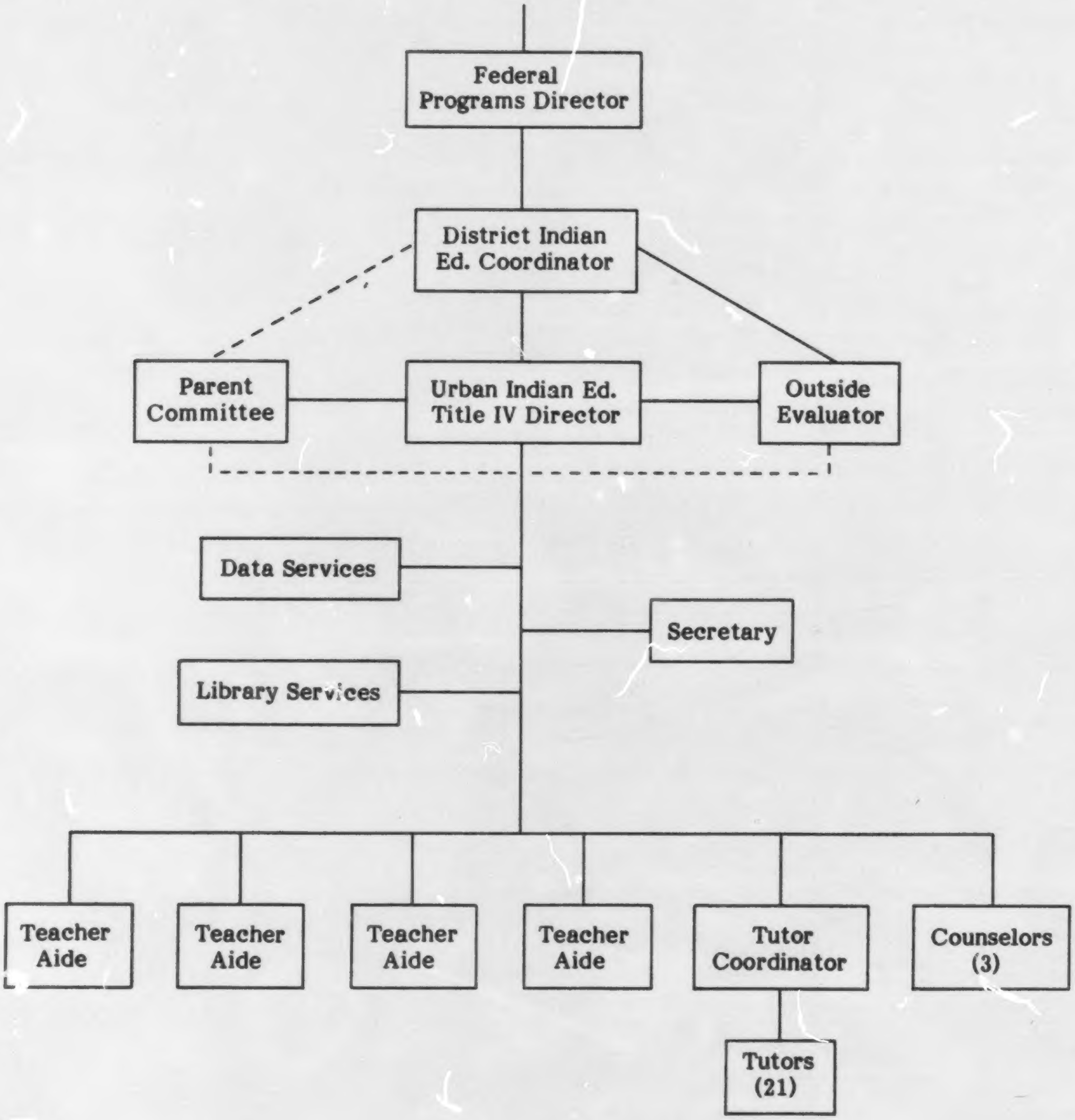
Objective:
All students, grades 3-6, who score two years or below on the CTBS reading section, will increase their reading and vocabulary level by at least 16 months during this school year, as judged by appropriate sections of the CTBS.

Activities	Project Director	Parent Committee
1. Set eligibility criteria.	Work w/parent committee.	Review requirements.
2. Review objectives, evaluation design.	Consult w/outside evaluator.	Review consultation.
3. Contact parents of eligible students.	Get information from principals/teachers.	
4. Compile list of children to receive services by school.	Present to parent committee for review.	Review and approve.
5. Develop job descriptions, qualifications list for tutors.	Present to parent committee for review.	Review and approve.
6. Post notice of tutor positions.		Review and approve.
7. Select best applications.	Present to parent committee for recommendations.	Make recommendations.
8. Get approval for scheduling of students at each school.	Check w/teachers/principal.	
9. Set up schedules with teachers.	Approve aides' work loads.	
10. Establish individual programs.	Review aides' plans; provide supplies.	
11. Monitor service: tutors' periodic reports, student grades, teacher comments, other evaluation data.	Set up schedule w/parent committee.	Make visits as possible; review periodic reports. (No data should identify students)
12. Conduct final evaluation.	Present draft to parent committee for review and comment.	Review and comment on draft.

SAMPLE ORGANIZATIONAL CHART FROM A SMALL SCHOOL DISTRICT


Superintendent
Parent Committee
Principal
Principal
Elementary School
Title IV Teacher Aide
Title IV Counselor
Secondary School

SAMPLE ORGANIZATIONAL CHART FROM A LARGE, URBAN SCHOOL DISTRICT


Federal Programs Director
District Indian Ed. Coordinator
Parent Committee
Urban Indian Ed. Title IV Director
Outside Evaluator
Data Services
Secretary
Library Services
Teacher Aide
Teacher Aide
Teacher Aide
Teacher Aide
Tutor Coordinator
Counselors (3)
Tutors (21)

- - - - indicates indirect authority

EXAMPLE OF A TIME LINE

Objective:
All students, grades 3-6, who score two years or below on the CTBS reading section will increase their reading and vocabulary level by at least 16 months during this school year, as judged by appropriate sections of the CTBS. (Based on activities described on page 92.)

	Activity	**Month**
1.	Establish eligibility requirements	1
2.	Identify eligible students	2
3.	Develop and send notices to all parents	2
4.	Compile list of children to receive services	2
5.	Review objectives, evaluation design with outside evaluator	2
6.	Develop tutor job qualifications; advertise positions	2
7.	Select most favorable job applicants	3
8.	Notify school authorities; get approval for scheduling	3
9.	Confer with teachers; set up individual student programs	3
10.	Begin tutoring program, including diagnostic testing	3
11.	Supervise ongoing activities	3-11
12.	Make periodic progress reports; monitor	4, 6, 8, 10
13.	End of project evaluation	12

AN EXAMPLE OF A PARTIALLY COMPLETED TIME LINE WITH SEVERAL ACTIVITIES SHADED IN

TIMELINE: August 1, 1982 - July 31, 1983 **COMPONENT:** Tutoring

Activity No.	Activity Name	Month of the Project											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Select students	▨											
2.	Select teachers	▨	▨										
3.	Schedule classes		▨										
4.	Buy materials		▨	▨									
5.	Conduct classes			▨	▨	▨	▨	▨	▨	▨	▨		
6.	Monitor progress			▨			▨			▨			
7.	Conduct final evaluation										▨	▨	▨
8.	Write report												▨

A blank form like this is included on the following page.

SAMPLE OF TIME LINE FORMAT

TIMELINE:

COMPONENT:

Activity No.	Activity Name	Month of the Project											
		1	2	3	4	5	6	7	8	9	10	11	12

EVALUATION AND MONITORING

This section describes the basic processes involved in monitoring and evaluation. It is based on the assumption that encouraging parent committees and Title IV staff members to think in evaluative terms is more important and more realistic than trying to produce a new crop of professional evaluators. The goal of this portion of the handbook is to assist Title IV parent committees and staff members in working with outside evaluators so there can be a common understanding of how the project will be tested against its goals and objectives.

SETTING THE PARAMETERS

A common problem with evaluations is that they are frequently viewed as something to be done primarily for outsiders: the Office of Indian Education, an evaluation team, other interested people outside the program. They may all have an active interest in the results of the evaluation; they may, as in the case of the Office of Indian Education, need to know the results of the evaluation. By definition, though, an evaluation can never be as important to outsiders as it is to the people who are responsible for the project on a local level.

The results of your evaluation should tell you whether to: 1) change the program entirely, 2) modify certain components, or 3) keep it as it is.

You need the evaluation more than anyone else because it provides a solid framework to think about change. Positive change is more than an incidental goal; it is the fundamental goal of the Indian Education Act.

Start simple. You have a project planned. You think it's a good idea or you wouldn't have planned it in the first place. What do you want to know about how it all works out? How much can you know about it? What are the most accurate ways to test the program? When should you begin looking?

A built-in problem with evaluation is that anyone who has an idea and a plan wants it to succeed. It is easy to notice when someone else has a weak idea and carries it out badly. Our own mistakes are far more difficult to recognize and acknowledge. Evaluation can protect you from the natural impulse to overlook your own mistakes.

Take an extreme example. You don't check the oil level in your car (evaluation) for fear you might need oil and you don't want to spend the time or the money to add more. Two hundred miles later your car is still running OK, which is proof to you that you didn't need oil. There was no real need to check last time; there's probably no real need to check the next time. Five hundred miles later an outside evaluator (your engine) tells you that you were mistaken.

If you're determined to be right at any cost, of course, you can still reject the outside evaluation and blame your troubles on the weather, your transmission, or a friend who borrowed your car. That may make you feel better, but it won't help your car.

An evaluation plan is a commitment to make the project as effective as possible. It may force you to look at what you might not want to see. The evaluation may tell you that your objectives were sound and matched your goal, but your plan of action was unrealistic. A good evaluation will not only tell you where the program has gone wrong; it will also tell you when you are clearly moving in the right direction.

Section 186a.23 of the new regulations outlines requirements for developing your evaluation plan. The main elements can be summarized as:

Have an independent evaluator:

a. Assist in monitoring and evaluation;

b. Conduct the final evaluation.

Involve the parent committee in monitoring and evaluation.

Monitor periodically.

Use objective, quantifiable methods of evaluating:

a. Student performance or other project objectives;

b. Project administration.

Consult with parents of Indian children enrolled in the program and other members of the Indian community.

These five elements are presented here in the order they should be considered when designing your plan. They are not listed in order of importance. Reviewing each of them before you set the plan in final form is helpful to make sure you have met all the requirements.

The Independent Evaluator

The independent evaluator may be someone in another department in the school district or a professional evaluator hired from the outside. If your district is large enough, it may be a person from the district's evaluation department. At any rate, the evaluator has to be someone totally independent of the Title IV project.

Whenever possible, the outside evaluator should be involved in the evaluation design while the application is still being written. There are three important reasons for this:

1. The evaluators from outside the program will usually have evaluation experience and can be helpful in preparing the program design as well as the evaluation; they can help you refine the objectives so they're easier to measure.

2. If the evaluators are involved from the beginning, they will not seem like outside judges who tell you what went wrong when it's too late to do anything about it.

3. It can actually save you time and money. If the evaluator has participated in the design, he or she can tell you what information you need to collect (and when) so that the evaluator's main role is in analysis and interpretation of data at year-end.

Parent Committee Involvement

The degree to which parent committees are involved in the monitoring and evaluation of the project will depend in large part on the composition of the parent committee. If most of the committee members work during the day, or have small children, they may not be able to participate in classroom observations or interviews. Their main contribution in such circumstances may be to review information about the project as it is presented to them by the project director. If this is the case, a decision should be reached about what kinds of data they wish to see and how often they wish to receive reports.

The parent committee may decide to establish a standing committee for monitoring and evaluation. If there are members who can be more actively involved, they should establish a working schedule with the project director.

Monitoring

Monitoring a project on a regular schedule is an important aspect of an evaluation. This is called **formative** evaluation because as you go along, you can see what works well and what needs to be changed; you are forming the program as you evaluate it.

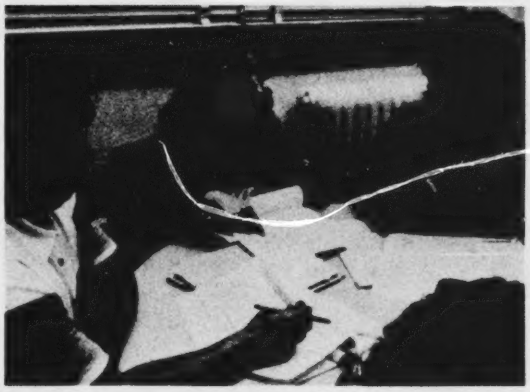
There can be no set rule about how often monitoring occurs; this will depend on the individual project and what its objectives are. However, there is one rule to follow: give feedback as quickly as possible. Let students and staff know where they stand.

Objective, Quantifiable Methods

The main focus of your evaluation will be on project objectives. Evaluation and monitoring of the project administration is an important but secondary focus. Each aspect requires deciding what information to collect and how to get that information.

In your project design, you wrote objectives based on the needs and goals. If the objectives are quantifiable—if they follow the criteria of **who, what, how well,** and **by when**—you already have a guide for the major part of the evaluation. This type of evaluation is also called a **product** evaluation. It measures outcome. It would be helpful to review the section on needs assessment that suggests possible sources of information (pages 71-72).

Evaluation of the project administration is sometimes called a **process** evaluation. For purposes of your project, the administrative evaluation will probably be a simple one. The administration plan (see page 93) you develop for the proposal should serve as a guide. Whenever objectives were not met, delayed, or exceeded your expectations, it is helpful to take note of it. The purpose is to pinpoint difficulties and successes and try to figure out what their causes were.



DIFFERENCES BETWEEN MONITORING AND EVALUATION

Monitoring the Project

If a train is twenty minutes late arriving at its first destination, an hour late at its second, and two hours late at its third, it's reasonable to assume it might be more than five hours late when it reaches the eighth stop. That can be avoided only if the people running the train are aware of how far behind they are and attempt to make adjustments. This is the fundamental principle of monitoring.

You have to measure to know how far off the mark you are and adjust accordingly. If those adjustments cannot be made, you have to know why.

If one objective of the program is to improve the reading ability of a selected group of Indian students, the monitoring process would require ongoing information on the number of times X number of students were given special help in reading. It would also include checking for specific skill level improvement. If monitoring doesn't involve the sorting out of information as well as the collection, you won't be able to go back and accurately diagnose the problems.

Monitoring is sometimes called formative evaluation. Its purpose is to keep track of the program as you go along, to make adjustments as necessary. If monitoring shows that the participation in the reading program is at the anticipated level, that doesn't mean there must be measurable improvement in reading at the end of one month. It does mean that whatever problems may turn up in the final evaluation, participation during the first month wasn't one of them.

If, on the other hand, early monitoring shows that participation during the first month was only 30% of expectation, that becomes an important factor. It must be taken into account immediately and in the final evaluation. Program monitoring implies a willingness to change based on what you learn about how the program is working. You must be prepared to make adjustments.

Evaluation of the Program

The information you collect during the monitoring process serves as the basis for your final evaluation. You have collected information periodically about the program, have reviewed it, and made decisions about whether to continue or adjust plans based on a review of your information. The final, or **summative**, evaluation is a summing up of what you have learned through the monitoring, or formative, evaluation. It is an opportunity to reflect on all you have learned about the program throughout the year.

DESIGNING THE EVALUATION AND MONITORING PLAN

The evaluation and monitoring plan is a blueprint for an evaluation. It develops in five stages:

Deciding what you want to evaluate;

Deciding what information is needed;

Deciding how to get the information and how to analyze it;

Assigning specific monitoring and evaluation tasks;

Setting up a calendar for monitoring and evaluation.

It is helpful to draw up some sort of chart to keep in mind all the data and other information you need to collect for each element to be measured. The chart should indicate what is to be measured, how (what indicator, test or other instrument you will use), who will get the information and from whom, and when the information will be collected and analyzed. See the sample on page 115.

You may notice that these stages are not all that different from the processes you used to conduct the needs assessment.

Deciding What To Monitor And Evaluate

This is the essential first step. It is not possible to evaluate everything that happens in a Title IV program, but there are two basic questions an evaluation must answer:

> To what degree were the project objectives met? (product evaluation)
>
> Were the resources (people, time and money) assigned to the project adequate to carry out the tasks? (process evaluation)

Project Objectives

In most cases you will have already indicated how you will measure how well students meet each objective. What "hard" information do you need, e.g., attendance records, report cards, number of activity bus trips? What "soft" information do you need, e.g., changes in student attitudes, career awareness among Indian students?

Administration/Resources

Suppose there is a project with the objective of encouraging Native American students to use the local Native American language. To find out about success, we might count the students who can answer simple questions in the language. That would be an outcome (or **product**) evaluation.

For an administrative (or **process**) evaluation of the same project, we would have to know what activities were going on in the project. It might be that there are special language classes for children, visits to or from adults in the community who tell the children stories in the native language, and meetings with parents to discuss the importance of maintaining the language at home.

The process evaluation would seek to find out how well those special classes were taught, whether or not the visits of adult story tellers were carried out, and how useful the meetings were.

The approach in process evaluation is the same as in evaluating outcomes. Evaluators still have to suggest what information or events would indicate that the project components were adequately carried out. When indicators of adequacy are agreed on, they still have to be transformed into actual measurement techniques and plans.

Deciding What Information Is Needed

"How are you?" The usual answer to that question is, "Fine" or "OK", or "Not bad." Those who answer in great detail may not be asked again. The evaluator's answer to "How are you?" is "Compared to what?" Put in its simplest terms, an evaluation is a structured comparison.

"The Indian children who were nine years old at this time last year are now ten." That's a true statement, even a comparison. It is not an evaluative statement because it does not measure anything but time.

"All the Indian children who were in fourth grade at this school last year are now in the fifth grade at this school." That statement may or may not be related to evaluation. If the school has a policy of automatic social promotion, the statement means only that all the Indian children who were in the fourth grade came back to the same school.

If that same statement were made about Indian students in a school where there was not automatic promotion, it would then be worth examining from an evaluative point of view. There could be no immediate conclusions that would have meaning, but it would lead to a series of questions that would be evaluative. For our purposes, the questions must be related to the Title IV program. If fourth graders were not in the program, it cannot be held responsible for the success or failure of the students.

Whatever the program's specific objectives, its overall goal was to improve educational opportunity for Indian students. Did it? How do you know? The word "improvement" requires comparison. The evaluation looks at the program for the purpose of: comparing the educational opportunities for Indian children after the program with the educational opportunities for Indian children before the program started.

In general, an evaluation has to use measures that compare before with after, this group with that group, or what you said you would do with what you actually do. Comparisons are useful because they:

Supply a standard or benchmark for measurement

The number of absences in a month.

Scores on a statewide test of reading.

The percentage of children who answer certain questions.

Inform about change

The number of absences goes up or down.

Scores on a standardized test get higher or lower.

More parents say they understand the school system.

Detect changes during the life of the project

Fifth grade reading scores might not change in one year, but a change might show up after two or three years.

The number of parents seeking nomination to the parent committee has increased each year since the new program was adopted.

Choosing how to make your comparisons usually involves deciding what kinds of tests, questionnaires or other instruments to use. Here are some of the ways you may make comparisons:

Tabulating attendance/participation;

Conducting surveys of parents;

Interviewing teachers;

Observing classrooms;

Judging students' work products;

Counting or rating materials;

Reviewing school records, including

Selected Objective Categories and Possible Methods of Evaluation

Types of Objectives	Possible Methods of Evaluation
1. Academic performance	1. Standardized test, other objective test, teacher-made test, checklist, product evaluation
2. Classroom behavior or on-the-job performance	2. Rating scale, checklist, attendance record, anecdotal report, observation instrument
3. Interest and attitude	3. Questionnaire, checklist, interest inventory, Q-sort, observation instrument, rating scale or objective test (with factual material that has attitude-loaded responses)
4. Support services	4. Rating scale, numbers of students served, kinds of service actually offered, frequency of service

test scores.

The chart on the next page outlines different kinds of measurements for several types of objectives. You may want to check your objectives against it. There are many sources you can go to for specific instruments to measure change. You may choose standardized tests your district already uses, commercial tests published by textbook companies, or teacher-made tests. Rating scales, observation check lists, Q-sorts, and other instruments can be found in anthologies of measurement devices. Two such anthologies are: Mental Measurements Yearbook, Vols. I and II (Buros, ed. Highland Park, N.J.: Gryphon Press, 1972) and Mirrors for Behavior, Vols. I and II (Research for Better Schools, Inc., 1974). The appendix of Handbook in Research Evaluation, mentioned on page 86, would also be helpful. Another resource is the monthly publication, How to Evaluate Education Programs, published by Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037. These and others can be found in college libraries if you do not have a school district copy.

Deciding How To Get The Information and How To Analyze It

The school district will frequently collect some of the information you need as a part of its normal policy. Attendance records and grades are an obvious example.

In other cases the school district can adapt its normal record keeping for the program and collect some new information or pull out specific data from its existing bank of information.

In many cases, the Title IV project staff will have to develop its own system for collecting the information it needs.

You may find that no single test or other instrument developed by someone else will meet your needs. A word of advice: it is easier to adapt existing instruments than it is to develop new ones of your own. Look at several and take from each what you feel you need to evaluate your own program; check this with your independent evaluator.

If special tests, questionnaires, or other instruments are used, you may need to train those people who are to administer them in their use.

Analysis

During an evaluation you usually find out batches of data; for example, test scores, answers to survey questions, or tallies on an attendance record. The data has to be sorted and studied before it is possible to tell what results they show.

Analysis includes all the steps needed to go from a batch of raw data to results. The easiest way to do this is to use tally sheets set up so that each question is listed along with alternative responses. From the tally sheets you can find totals for various categories, take percentages, compute averages, subtract one average from another, and so on.

If your program includes a cultural awareness club that serves 90 students, and as part of the evaluation you ask all 90 of them one yes-or-no question, you end up with a batch of 90 answers as your data. Suppose the question you asked was, "Would you like to learn more of your tribal history?" A simple analysis can be done by tallying the "yes" and the "no" answers:

How Many

Yes	No	No Response	Total
49	33	8	90

For some purposes, you might change those counts to percents. That change adds to the analysis by comparing each separate count with the total:

What Percent

Yes	No	No Response	Total
54%	37%	9%	100

If your objective was to get at least half (50%) of the students interested in history, then this analysis reveals a result which suggests that you met that objective.

Another kind of data might include attendance lists from meetings of the cultural awareness club. A simple analysis could be done by counting the number who attended meetings all year, the number who joined late (but stayed in), the number who dropped out, and the number who never joined.

How Many

Attend All Yr.	Join Late	Drop Out	Never Join	Total
30	24	22	14	90

The analysis reveals more as you relate the two sets of data to each other. For example, you examine the "yes" and "no" answers for each different group of students, as in the table on the next page.

This analysis reveals more about the project because it provides answers to more detailed questions, such as, "Did students who joined and stayed in the cultural awareness club end up more eager to learn their tribal history than did those who dropped out or never joined?"

In the example we have been using, the number of students who said, "Yes, I would like to learn more history" was a measure of how successful the project was at meeting one of its objectives. Similarly, the number of students who joined and stayed in the cultural awareness club might have been an indicator of how adequately the project carried out its club activities.

With enough batches of facts and a hard-working evaluator, it is possible to sift data in as many different ways as you are willing to spend time and money doing. To keep the analysis from going on forever, it has to be limited in advance. The limit comes from the comparisons that were built into the evaluation when the evaluator chose the measurements of success.

Those measurements might have tried:

To compare the number of students who said "yes" (49 out of 90), or 54%;

To compare the number who joined the club and stayed (54) with the number who dropped out (22).

In general, you would only do as much analysis as it takes to reveal the results that complete those comparisons. See the charts on pages 112-114.

Analysis also refers to some other steps that have to do with checking out the credibility of the results. For example, your project might aim to increase students' scores on a test of reading achievement. The data consists of two scores for each student: one from the beginning and one from the end of the project. By adding scores and dividing by the number of students you can get a beginning (pretest) and an ending (posttest) average score. It might turn out that the average score increased by seven points from pre- to posttest.

ANALYSIS OF BIG SKY TRAIL STUDENT PREFERENCES

Question: Would you like to learn more about your tribal history?

Kinds of Students	Total	Yes	No	No Response
Students who participated in cultural awareness club all year long	30	24	6	0
Students who joined cultural awareness club in mid-year	24	19	5	0
Students who dropped out of cultural awareness club	22	4	16	2
Students who never enrolled in club	14	2	6	6
Total	90	49	33	8

The question then becomes: Should you believe that a seven point increase shows a real increase in reading scores, or should you believe that just by chance the average score was slightly higher the second time? Even if the seven-point increase was too big to write off to chance, you might believe it was too small to be important.

Some questions about how big a difference is meaningful can be answered by studying the same kind of odds that a gambler studies. Using statistics, you can "test" the seven-point increase to see if the odds are against or in favor of an increase of that size coming up just by chance.

In many evaluation reports, the results are tested or analyzed statistically. When the odds are 100 to 1 or 20 to 1 (or some other figure) against the results being just a fluke, the results are called "significant." A "significant" result is a gain or a difference that is not due to chance.

Part of the job of your outside evaluator should be to help you determine what is statistically significant for your program.

Assigning Specific Monitoring And Evaluation Tasks

Tasks need to be assigned beforehand. Both the individuals collecting information and the individuals giving out information need to understand how they will work together.

This can be particularly important when Title IV staff members have to collect information from other school district personnel. Advance notice of what you will need and when you need it should be given. Some information may require signed releases.

If project staff are to administer instruments, someone must train them in their use.

Who will tabulate results? Will someone besides the independent evaluator conduct a preliminary analysis? Who will order or duplicate copies of instruments, deliver and collect them?

Setting Up A Calendar For Monitoring And Evaluation

The monitoring and evaluation plan will not work if you discover that you cannot get the information you need from each school in March because it isn't tabulated until May.

Once you have decided who gets what, from whom, which offices and staff must give permission to release grades or other records, how much notice they need, etc., it is time to decide when all this must be done.

There is no set formula for establishing a monitoring and evaluation calendar. The all too common end-of-the-calendar-year, wake-me-when-it's-over approach is obviously inadequate. It is equally inappropriate to begin looking for substantial progress from a project that's only a month old.

Some of the information needed for evaluation purposes will have been collected as a part of the needs assessment. Other data may have to be collected before the program begins. Baseline data is information about what happened before you started to make changes. There may also be important information that will be recorded every day of the program; attendance is an example.

There are two separate but closely related issues that influence marking off dates on your calendar:

How often do you need to collect information?

When should you use the information

to begin drawing comparisons?

The general purpose and differences between monitoring and evaluation were discussed in a previous section. Check the calendar; be sure you have indicated when information should be collected and whether the information is to be used to make decisions about changing the program while it is in progress or to make an overall statement about how successful the project was. Some information can be used for both purposes.

INTERPRETATION AND REPORTING OF RESULTS

A World Almanac may give 60,000,000 facts but it will not tell you whether or not the world has improved.

It may tell you that the population of Arizona has increased and the population of New Hampshire has decreased, but what does that tell you? It does not tell you that you should move to Arizona or move out of New Hampshire, or that everyone who left New Hampshire moved to Arizona.

Preliminary census figures for the past ten years show that non-metropolitan areas grew more than metropolitan areas. That's an interesting fact, but what does it mean? If you wanted to jump to a quick conclusion you might believe that we are again becoming a nation of farmers and ranchers. It doesn't mean that the number of people in farming and ranching increased over the same period. In fact, you can't know what it means until you begin to interpret. It would be necessary to know how the census defines metropolitan and non-metropolitan areas at the very beginning.

Interpretation

Interpretation refers to thinking about results and trying to explain what they mean. Using the example of the cultural awareness club on pages 106-108, after analyzing the data collected in your evaluation, you might find this result:

Sample Result

Out of 90 Native American students in the project, 54 (60%) joined the cultural awareness club and stayed in, 22 (24%) joined but dropped out, and 14 (16%) never joined.

This may seem like a reasonably good result, or an outstanding success, or it may be disappointing. The results may speak for themselves, in which case they need little or no interpretation. In many cases, the results by themselves may not mean much to the people who will decide whether or not to change the project. To appreciate how important or how favorable any results are, there must be some explanation and background.

There are some ways to provide that interpretation:

Relate the result to the reason you looked for that particular information.

In this example, the number of club members who stayed was compared with the number who quit as an indicator of how adequately the club was run. If 76 students joined, and 54 (or 71%) of them stayed in, that suggests that the club activities were conducted adequately.

Relate the results to other information or events.

For example, if other clubs at the school think they are doing well to hold on to 40% of those who join, and our project kept 71%, that suggests that the students liked the club very much. For another example, if the 22 students who dropped out of the cultural awareness club include 20 students whose families left town, then keeping 54 out of 76 may seem a better result than if all 22 of those who dropped out still live in the area.

Relate the results to other results.

For example, if most of the 54 students who joined and stayed in the cultural awareness club also said they would like to learn more tribal history, that may mean that the club encouraged their interest. On the other hand,it may mean that it was the students who were already interested in history who joined the club. In either case it suggests that the club was a worthwhile way to encourage interest in history.

Relate the results to decisions about the project.

For example, if you managed to get 54 (60%) of the 90 students to join and stay in the club when it was new, you might want to plan for closer to 80% in the second year.

Reporting

How you report the results of the evaluation will depend on what you need to report, whom you report it to, and how often reports should be made.

You will most likely report the results of your monitoring and evaluation to different people at different times. The parent committee will want periodic reports. The school district administration will probably need a report. The Office of Indian Education will require a report. In addition, teachers, aides or counselors involved in the project will want to know if what they are doing is working.

The amount of information you need to include in different reports may vary. Some groups may want to know what kinds of improvements were made by individual students; others may want to know by grade or school building levels; some may only want to know for the district as a whole. These decisions should be made when you set up your data analysis procedures so you won't have to go back and dig through stacks of tests or questionnaires months later.

A basic outline for preparing reports should include the objectives or activities you evaluated, what measurements you used, how often you collected the information, how you analyzed the data (numbers, percentages, etc.) and how you interpreted the analysis.

In addition to the results, an evaluation report usually includes a summary and recommendations.

The monitoring and evaluation reports can serve as a public relations tool. People like to be informed about what is happening in a program and they are reassured when you are willing to share that information with them.

WITHDRAWAL/RETENTION

(School Year 1980-'81)

Grade	Enrolled as of 10/10/80	Enrolled as of 5/11/81
9	13	8
10	11	6
11	9	5
12	7	4
Totals	40	23

Total withdrawals:	17

Reasons For Withdrawal:	No.
(1) moved	1
(2) family/personal	7
(3) enrolled in other school/training institution	2
(4) sick	2
(5) employed	3
(6) unknown	2

READING TEST RESULTS

Student I.D. No.	September 1981	April 1982	Gain (Loss)
1. #10452	6.5	7.0	.5
2. #10453	5.5	6.5	1.0
3. #10455	7.5	7.0	(.5)
4. #01456	7.1	7.9	.8
5. #01457	8.2	9.0	.8
6. #01457	6.0	7.5	1.5
7.			
8.			
9.			
10.			

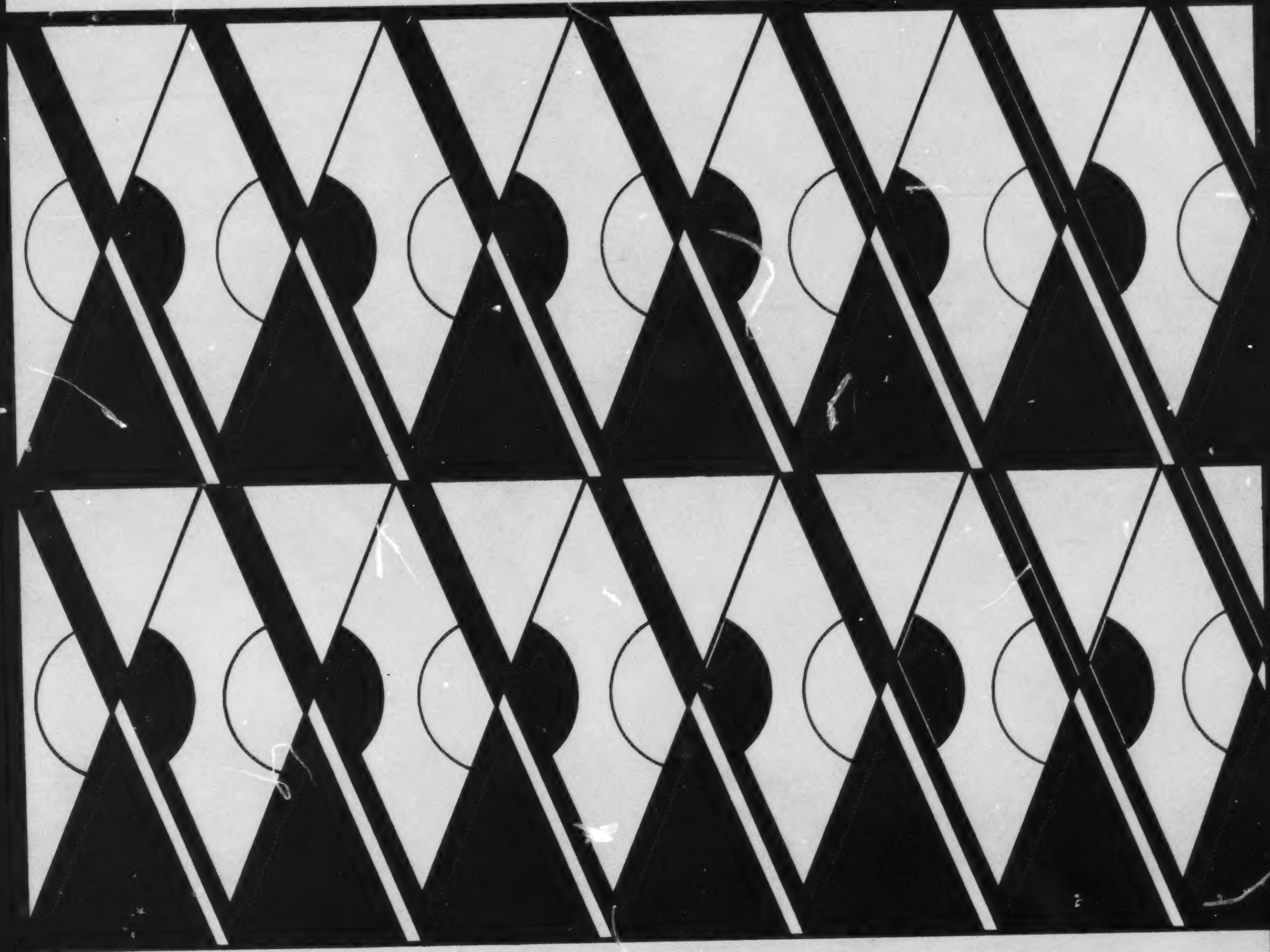
READING TEST RESULTS SUMMARY

Total Number of Students:		
	NUMBER	PERCENTAGE
Total Gain		
Total Loss		
Total Same		
	Mean Gain:	Median Gain:

EVALUATION PLANNING GUIDE

Data	Person Responsible	Dates	Analysis
Objective One (Reading/Tutorial)			
a. Number of Indian students in program, beginning and end of project year.	Title IV Aides	Sept./May	Compare numbers.
b. Achievement scores of students in program.	Title IV Teacher	Sept./May	Average gain or loss: b. Changes in appropriate sections of standardized test scores.
c. Reading inventory scores pre and post.	Title IV Aides	Every 9 weeks	c. Changes in reading inventory, pre and post program.
Objective Two (Cultural Awareness)			
a. Student interviews.	Title IV Club Leader	Sept./Feb.	Tally, summarize open-ended responses.
b. Pre and post cultural awareness inventory.	Counselor	Sept./May	Same as above.
Objective Three (Career Program)			
a. Student interviews; questionnaires.	Counselor	Sept./May	Tally, summarize open-ended responses.
b. Monthly evaluation forms from employers.	Counselor	Monthly, Sept./May	Same as above.

PROJECT MANAGEMENT



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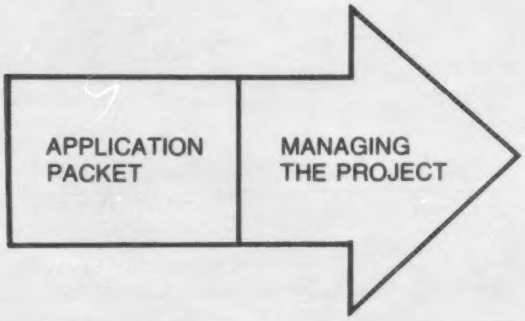

PROJECT MANAGEMENT

Other sections in this handbook have discussed the parent committee, its elections, meetings, and bylaws; and program development, its needs assessment, project design, evaluation, and monitoring. This final section discusses two aspects of the project which are primarily the responsibility of the project director: preparing the application packet and managing the project.

The part on application packets describes all the forms and parts you are required to prepare and provides some samples. The part on managing the project discusses the director's role as a facilitator between the school district and the Indian community. It also outlines cycles of events throughout the project year and discusses strategies for being an efficient leader to project staff.

The final section of this handbook is a glossary of terms, beginning on page 149.

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THE APPLICATION PACKET

How the application packet is handled in each school district usually depends on the size of the district or the size of the grant. In small districts, the superintendent or the principal may be the administrator who prepares the application packet. In larger districts, it may be the Federal Programs Officer, the grant writer or the Title IV Director.

This section is written to provide basic information on procedures and suggestions for completing the packet. It can be used by the beginner to organize and keep track of the variety of forms, narratives and signatures that need to be completed. For others, it can be used as a reminder of the particular requirements of Title IV.

Activities that should be completed or in progress before receiving the packet and preparing the application are:

- LEA eligibility determined.
- Parent Committee selected.
- Indian student count completed.
- Needs assessment in progress.

The application packet procedures indicate a basic format for organizing the proposal. However, this organization is not rigid. Any logical format can be used as long as all the information is provided. It is important to include a table of contents with enough detail to indicate the main topic sections and headings within the body of the proposal. List all the appendixes as well. Remember, the person reading the proposal may not have prior knowledge about your program. The easier it is for the reader to find the information, the better your chances for prompt approval.

When your application packet arrives, the following steps are suggested:

Read the entire application packet (or those portions assigned to you) including the Federal Register and special letters of explanation. Be particularly aware of deadlines, number of copies, allowable budgetary line items, and suggested format. A PERT chart or a timeline is helpful to note completion date(s) for needs assessment, public hearing(s), district and parent committee approval, and other activities.

Make a copy of the entire packet, especially the forms. Mark these forms to let the signers know where to sign. Keep this set as your original to be filled in and signed later. Remember, the term **original** refers only to the **signature** on the form, not the typing. If, after typing, a copy would look neater, have the copied form signed and the copy will be considered your original.

Separate the forms, narrative, and data into work segments. You will develop your own categories based on the way you work best. The following are suggestions. The asterisk (*) indicates that a signature is needed.

Assurances and Forms

*1. Part I, Cover Sheet (two pages)
2. Part II, Project Approval Information
3. Part III, Budget Information (two pages)
4. Part IV, Program Narrative; not a form (See below.)
*5. Part V, List of Assurances LEA agrees to by signing Cover Sheet; not a form
6. Part VI-A Needs Assessment
*7. Part VI-B, Project Design Coordination (two pages)
8. Part VI-C, Administration
*9. Part VI-D, Indian Preference
*10. Part VI-E, Public Hearing Certification
*11. Part VI-F, Indian Student Count, LEA Total
*12. Part VI-G, Parent Committee (two pages)
*13. Civil Rights Certificate

Note: In the application packet for continuing grants, there are fewer forms. The letter numbers of these forms are different. Their titles remain the same and they are all from Part VI.

Narrative

1. Proposal abstract;
2. Program goals, objectives, activities, etc. (A sample outline chart is included, pages 62-63.);
3. Evaluation plan (this may be included on the chart mentioned above if space allows).

The narrative is not to exceed 25 typed pages, double spaced.

Budget

1. Budget information - HEW Form 608T (Part III);
2. Detailed budget breakdown/narrative.

Parent Committee

*Election of members, participation - ED Form 736.

Appendixes

If necessary; make a list or table of contents for the appendixes.

DESCRIPTION OF APPLICATION CATEGORIES

Since some of the categories mentioned above involve more detail than their title indicates, a brief explanation of each category is included below and cross referenced to the section of the Federal Register that it applies to. We recommend that you get out your application packet and compare the following material with it. Form number and content may vary slightly from year to year.

School District

1. Cover
There is a detailed explanation of how to fill out this form in the application packet.

2. Remarks (page 2 of cover)
This form is included for unusual information and is used only in rare circumstances. However, if the person responsible for grant negotiations is not the contact person indicated on line 4h of the cover, that name and address should be entered on this sheet.

3. Project approval
An explanation of how to fill out this form is included in the application packet.

4. Needs Assessment
Part VI-A
(§186a.21; 186a.25(4)(5)(6))
Although this information has been incorporated into a form, give a detailed description of the process used and the results obtained. A narrative format is acceptable. Headings to separate the explanation will make it easier to read. For example, in the first section, method, other available services, and parent committee involvement can be used.

The second section of the form asks for a listing of the type of needs surveyed. The instrument used for the needs assessment may be attached as a substitute.

5. Project Design Coordination
Part VI-B
(§186a.6; 186a.25(9)(10))

This form combines elements of previous needs assessment and supplemental programming forms. The first column calls for the results of your needs assessment. List each need in priority order, then the number of children demonstrating that need. Check whether other, existing services address that need. If a direct count of such students is impossible (in many cases it is), an estimate based on the percentage of Indian students surveyed or another option can be used. For community needs assessment surveys in which opinions are quantified, it is very difficult to estimate total numbers without further research. A statement to that effect can be used instead of a number.

Proposed project objectives.
In the next section, list each objective designed to meet the prioritized needs and the number of children and their grade levels to whom the objectives apply. If you have elected not to address a particular need, leave the line opposite that need blank.

Supplemental Services.
The final section requires you to list other funding sources which address the same objectives as your project. Also include the amount of funding, grades, total number of children served and number of Indian children served.

Most of the information requested in this section can be collected from previous Title IV program applications. For other programs, current data can be obtained by contacting the office of the specific program or the district federal programs officer. If records concerning Indian children are unavailable or inaccurate, note the problem and indicate how it will be addressed for future data needs. You may have already collected most of this information during the needs assessment.

This form is continued on the next page and requires a statement about how the project will be coordinated with other projects. Fiscal and administrative coordination with other programs varies in each district. A brief statement describing how activities are coordinated and an organizational chart demonstrating how Indian education is coordinated within the district administration is adequate (see example, pages 94, 95).

The second side of the form also asks you to describe briefly the policies the LEA will follow to ensure there is no supplanting of funds. A statement about the method you used to determine student participation in specific Title IV program services should be included here. The reasons for having a separate program for Indian students should be stated as clearly as possible, especially if a service offered is similar to a district or other federal program service, e.g., tutoring, counseling.

6. Administration
Part VI-C
(S186.8; 186.10, 186.a.25(7)(8)(11))

When briefly describing the administration of the Title IV project, include all administrative, clerical, and support personnel not directly serving students. Briefly describe the administrator's activities. If the program does not have a separate administrator, indicate how part-time administration is structured. Provide clarifying documents such as program organization charts, job descriptions, and service contracts where applicable.

A statement of fiscal control and fund accounting procedures can be obtained from the person in charge of federal reporting, from the federal programs office, or the school district business manager or financial officer. If a person within the Title IV program has bookkeeping duties, outline briefly the method used for on-site accountability. Remember to include your fiscal reporting procedures relating to the parent committee.

7. Indian Preference
Part VI-D
(S186.5; 186a.42)

Although this form is similar to an assurance, additional verification of compliance can be reflected in statements of job descriptions and methods for the parent committee to be included in the recommendation process.

8. Public Hearing Certification
Part VI-E
(S186a.24)

You may wish to include a copy of the minutes and attendance from the public hearing(s), notification sent to the community of the time, date, and location of the public hearing, and a copy of the media story, if available.

It is a good idea to notify the public at least two weeks in advance. Multi-year grants must hold a public hearing prior to each year's continuation request.

9. Indian Student Count
Part VI-F
(S186a.40 (n))

This form can be filled in from previously collected data. The revised form requires a breakdown of eligible Indian students by type: federally or state recognized, terminated, etc.

10. Parent Committee
Part VI-G
(S186a.20)

Almost all the information necessary for the parent committee description is included in this form. A brief summary of the selection procedures can be obtained from the bylaws.

Provide names, addresses and telephone numbers of the committee's officers. Also include the number of members from each category: parents, teachers/counselors, and students. Also state how many members are Indian and how many are non-Indian.

The final portion (page 2) of this form requires a plan for parent committee involvement in the operation and evaluation of the project. A calendar of parent committee activities would be helpful here.

11. Assurances
In the new application packets, the signatures on the cover page (5E of the application packet) now certifies that the applicant will comply with assurances and forms. In addition, the Civil Rights Certificate, page F, also requires an authorized signature.

Narrative

In addition to the required forms, the narrative describing the purpose of the project and how you intend to carry it out should be presented as clearly as possible. The major features are described below.

Abstract

Write a brief summary of your proposed program. Include who will be served by grade level or other grouping, what services will be provided, and any points that make your program unusual or unique. Limit this to one page if possible.

Introduction (optional)

For programs that are large, have numerous components, serve a distinctive community, or have changed considerably, provide a one to three page explanation or description that will provide background or insight for the reader.

Narrative (§186a.22)

This should be a detailed description of the project that meets the requirements of §186a.22 (objectives, activity plan, administration plan, consultation, involvement of the parent committee and Indian community, and plan for coordinating the project with other services). Also indicate the number of children to participate in each project component. However, when pertinent information must also be included in the Part VI forms, it need not be repeated in the narrative; a reference to the appropriate form is sufficient.

Previous application packets have recommended a narrative outline form to include the need, goal, component, and budget allocation at the top. The form is further broken down by objective activities, timeline, person responsible and process and product evaluation. This is a quick way for a reader to understand the substance of your project. The form on pages 62, 63 is an example of this approach. However, the narrative should elaborate and put this outline into context.

Be sure that your goal reflects your need statement. Your objectives are a measureable attempt to satisfy your goal and the activities should reflect the steps that will be taken to accomplish your goal. Be sure to clearly describe how all staff contribute to the objectives.

For the timeline an indication by month is adequate. Try to be as accurate as possible since not all activities are ongoing during the entire program year, e.g., testing, data collection.

If more than one person is responsible for an activity, list those people by title for the group, e.g., teachers, aides. Do not list names.

For multi-year funding, a set of objectives must be included for each year of funding requested. Differences in each year's activities should also be described. Also include timelines for each year. Generally, timelines for subsequent years do not have to be as detailed as that of the first year.

Narrative—Evaluation Plan
(§186a.23; 186a.25(3)(12))

Your evaluation plan may be outlined in a narrative form or chart that includes your objectives. The plan must indicate when or how you will: 1) monitor progress periodically, 2) determine how project objectives are met, 3) evaluate the project's administration, 4) involve the parent committee in monitoring and evaluation activities, and 5) consult with parents and other members of the Indian community.

Also indicate how the independent evaluator will assist in monitoring and evaluation activities, including the final project evaluation. For the independent evaluator, detail time in person days to be spent and activities to be accomplished. Include his or her activities in the timeline. If you hire independent evaluators, be sure they are reflected in your detailed budget breakdown.

Process and product evaluation are discussed in the evaluation section.

Budget

Budget Information (HEW 608T)
The explanation of how to fill out this form is included in the application packet. Shaded areas do not apply to this program and should be ignored. The line items listed are federal categories and may or may not coincide with those used by your school district. It is important to use line item categories specified in the form. If you are not sure about some items, check with your school district business manager.

If your project application is for more than one year, use Section E for future years. The first future funding period will actually be your second year of funding.

Most of the categories are self-explanatory. If you place a sum in any category, be sure to explain in detail the projected expenditures on the separate budget narrative sheet which you must prepare.

Briefly indicate your projected costs that do not fit into listed line item categories under "other" (6h) and give detailed explanations for the amount in the budget narrative.

a. Personnel
Salaries are usually set by the local school district, based on comparable positions within the district. An official salary schedule can be obtained from the personnel office or superintendent and used for estimating the amount to be placed in salaries and fringe benefits. Do not include fees for consultants here; that information goes on line 6h.

b. Fringe Benefits
If fringe benefits are figured as a part of the indirect cost rate (line 21), do not include them here also. If fringe benefits are not included in indirect costs, enter the total amount to be charged here.

c. Travel
All travel costs to be charged for anyone associated with the project are figured here. This will include in-town travel, air fares, mileage, per diem, car rental, etc.

d. Equipment
Any piece of equipment which costs more than $300 and is expected to last more than three years is entered here. List other, smaller items under supplies.

e. Supplies
Include anything that is bought to run the project (other than equipment costing more than $300). Examples: paste, film, pencils, books, and tests. If the school district furnishes any supplies such as duplicating paper or photocopies, these should be counted in the indirect cost charges.

f. Contractual
Include items not listed under equipment or supplies, such as cooperating institutions or diagnostic and testing services (if paid to an organization rather than to an individual).

g. Construction
Only minor remodeling is allowed. Examples: room dividers, doors, counter tops.

h. Other
Include all direct costs not covered by the other categories and not included in indirect charges. Examples: rent of space or equipment, phones or utilities, consultant fees, parental costs, etc.

i. Total Direct Charges
Add lines 6a through 6h: everything you are asking the Office of Indian Education to pay for.

j. Indirect Charges
This is the amount of indirect cost. The school district is allowed to ask for a percentage of the total cost of the program to cover costs not directly billed to the program. These costs are for services the district provides for the project. Some examples are: accounting or custodial services, insurance, building

space or special equipment. Refer to EDGAR (45 CFR 100a.560).

k. Totals
Add the total project charges to the amount the district is asking for indirect charges. The total should equal the amount of your grant.

Other Budget Information—Narrative

This is a separate page or pages which you must add to explain your costs. No form is provided. Include a budget breakdown that contains details such as number of persons, cost per mile, per hour, per day, selection criteria, eligibility, etc., to show exactly how each summarization on 608T was determined.

Be as precise as possible. There can never be too much information supplied here. Sample budget details have been provided, pages 128-130.

Provide a reasonably detailed budget for each year of funding requested.

The policies and procedures related to the hiring of project staff is to be included in this section as well. (If such policies and procedures are stated in the parent committee bylaws or handbook, this can be used.) The parent committee chairman must sign this form.

Appendixes

Appendixes should be included for additional information not easily included in the narrative or forms and for bulky material, such as statistical data, that has been summarized in the body of the proposal. Some examples are: job descriptions and resumes, service area maps, needs assessment data and questionnaires, parent committee constitution and bylaws, and local resources used by the staff. Letters of support can be included if applicable. The important thing to remember is to keep the appendixes to a minimum and include only material that is supportive to the information in the main part of the proposal.

Differences Between Continuation and New Application Packets

The only difference in instructions for continuation application forms are as follows:

1. Part I of the application, line 19. For new grants, this is preprinted; for continuation grants, enter the grant number assigned to the original grant.

2. Part III - Budget. For continuation grants, provide budget information for this application period and complete section E. Lines 1-4 of Budget Summary should be completed as follows: column (c) to be updated at a later time; column (e), enter amount of federal funds requested. Under Section E, column (b), enter current estimated entitlement as budget amount for the third year of the project period, if applicable.

3. Project narrative. If you did not include a detailed timeline and activity plan for this budget period in the original application, include them now. Note and explain any modifications of the original objectives and justify any changes. It would help the reader to include the original objectives (with any modifications noted) and indicate whether or not you are on target. Indicate and explain any instances in which you have not been able to meet objectives or have exceeded them.

4. Assurances and forms submitted with the original grant application are still in effect. However, if there are any changes in scope from the original application, include Project Design Coordination, Part VI-A (Ed Form 794).

5. The following forms should be submitted for each budget period:

Public Hearing, Part VI-B
(ED Form 796);

Indian Student Count, LEA Total,
Part VI-C
(ED Form 736);

Parent Committee, Part VI-D
(ED Form 737).

Note: In the application packet for new grants, the letter numbers of these forms are different. Their titles remain the same and they are all from Part VI.

Final Negotiations

If the Office of Indian Education feels that additional material is needed to clarify or strengthen your application, they will request it through a letter. The letter will briefly describe the area of your application being questioned and list the action necessary to amend your application. It will also indicate a deadline for returning your response to OIE and will require parent committee and district signatures for approval.

After you have responded to the letter, OIE may still feel more information is needed. If a telephone conversation is used to obtain the information, you will receive a **Telecon Sheet** that summarizes those points discussed. The parent committee chairperson must sign this communication or the cover letter to note approval. After returning the approved form to OIE, it will be incorporated into your grant award.

The last communication you will receive during the application process will be your grant award document.

BUDGET NARRATIVE
Line Item Explanations

Note: This budget is for a tutoring and counseling program. These are example explanations only.

Line a, Personnel

Director: $17,295.00

This is equivalent to district administrative grade b, step 2 salaries, based on job description, page 22.

Counselor: $15,500.00

This is equivalent to district special support grade a, step 2 salaries.

Secretary: $10,000.00

District clerical, grade 7.

Tutors: $16,000.00

5 tutors at 4 hrs/day at $5/hr. for 160 days. Hired on an hourly basis to provide assistance based on subject area requests and tutor availability; not to exceed 20 hours per week per tutor; generally begins 2 weeks after school starts and ends 2 weeks before school closes.

TOTAL: $58,795.00

Line b, Fringe Benefits

TOTAL: $ 6,847.00

Fringe benefits are figured at 16% of gross salary for all full time employees, according to established district policy. This includes FICA, Workmen's Compensation, retirement and health insurance.

Line 6c, Travel

Instructional: $ 6,353.00

To meet Indian students' expenses to attend conferences and workshops to promote career and self-awareness and leadership as indicated in the needs assessment priority #3 and in counseling objectives #2.2 and #2.3.

A-V Materials: 20 filmstrips for controlled readers at $8/ea. High interest posters.	$ 160.00
TOTAL:	$ 1,160.00
Line f, Contractual	
No Name University, Counseling Department To administer, tabulate and present results of aptitude/interest and personality tests to secondary and mid school students. See needs assessment priority #2 and counseling objective 2.1. Contract to include tests, computer time and professional analysis.	$ 400.00
Line g, Construction	$ 288.00
Remodeling of storage room for tutoring purposes to include two new lighting fixtures at $46.50 each and three built-in storage cabinets at $65.00 each. Cost based on estimate by school maintenance department; see needs assessment priority #1 and tutoring objective 1.	
Line 6h, Other	
Consultant: Ten days at $100 per day to provide tutor inservice training in reading processes, diagnostic techniques.	$ 1,000.00
Line i, Total Direct Charges	$ 79,023.00
Line j, Indirect Charges District established indirect cost of 17%	$ 13,434.00
Line k, Totals	$ 92,457.00
Line 7, Program Income	Not applicable

First Projected trip: Indian Child Conference,
Phoenix, Arizona

Costs:
air fare at $166 per round trip x 8 = $1,328
per diem at $44 per day for 3 days x 8 = $1,056
taxi fare $20

# People: 7 students, 1 staff member

Criteria: Mid and high school students desiring to participate in panel discussions and present a program to the parent committee upon return.

Total Cost: ($2,404.00)

Second Projected trip: Youth Leadership Workshop,
Oklahoma City, Oklahoma.

Costs:
air fare at $304 per round trip x 9 = $2,736.00
per diem at $44 per day for 3 days x 9 = $1,188.00
taxi fare $25

# People: 8 students, 1 staff member

Criteria: High school students with G.P.A. of 2.5 or higher willing to participate in workshop and follow up assignments on return. Also present a program to the parent committee.

Total Cost: $3,949.00

Mileage: $ 3,480.00

Approximately 75 mi. per week per person at 20 cents per mile (1 counselor, 1 staff director, for 36 weeks $1,080.00; 5 tutors, 32 weeks $2,400.00)

TOTAL: **$ 9,833.00**

Line d, Equipment

Controlled Reader $ 700.00

Two machines at $350.00 each. This machine will be used for reading tutoring to increase reading rates. See needs assessment priority #1 and tutoring objective 1.0, pages 14 and 17.

Line e, Supplies

Office Supplies: $ 1,000.00

$100.00 per month x 10 months. This includes xerox machine supplies, paper, typewriter ribbon, other office supplies, i.e., pencils, pens, markers, etc.

APPLICATION CHECKLIST

This checklist is based on the OIE Screening Form. Asterisks indicate a signature is required.

Application:

___ *1. Part I, Cover Sheet (ED Form 736/Standard Form 424) — two pages
___ 2. Part II, Project Approval Information
___ 3. Part III, Budget Information (Form 608T) — two pages
___ 3a. Budget Breakdown/Narrative
___ 4. Part IV, Program Narrative
___ 5. Part V, List of Assurances LEA agrees to by signing Cover Sheet

Part VI Assurances:

___ 6. Part VI-A, Needs Assessment (OE 736) — two pages
___ *7. Part VI-B, Project Design Coordination (ED Form 794) — two pages
___ 8. Part VI-C, Administration (ED Form 795)
___ *9. Part VI-D, Indian Preference (OE 793)
___ *10. Part VI-E, Public Hearing Certification (OE 796)
___ *11. Part VI-F, Indian student count, LEA Total (OE 736)
___ *12. Part VI-G, Parent Committee (OE 746) — two pages
Parent signature, Parent Committee Chairman
___ 13. Tribal Schools only — a copy of the 638 contract

Additional Assurances:

___ *14. Civil Rights Certificate
The signature on the cover page, ED Form 736, replaces previous assurance forms except the Civil Rights Certificate.

All signatures must be originals and by authorized LEA representative or parent committee chairperson.

MANAGING THE PROJECT

Title IV project directors are frequently described as bridges between the school district and the parent committee, through the committee to the Indian community.

Bridge is an overworked word but it's a good one. Bridges are built to serve a useful function. They are usually well constructed and they can usually be walked on or driven over without collapsing. Their most basic function is to connect two or more places for the benefit of people traveling from one place to another.

This section describes the process of building a bridge that can accommodate the traffic.

A project director should be equipped with certain basic skills and knowledge: how a school district works, the Title IV rules and regulations, and the ability to work with different groups of people.

Having worked in a school district as a teacher or administrator is an asset; so is having studied public school administration. However, whether you already know about school systems or Title IV is not so important if you know how to learn about it. One of the most helpful things a new director can do is talk to other administrative staff. Ask them what their jobs are like; the things they learned in their first year. Some specific information you may want to know is how budgets and requisitions are processed and general personnel procedures, including certification and tenure.

Also, knowing the informal organization as well as the formal organization will get results faster. For instance, it is worthwhile to find out which secretary or official processes your requisition forms. One project director (who will remain anonymous) bakes a cake each month for the financial manager in her school district. She always gets her budget reports on time.

There may be some times when the parent committee will ask the school district to do things that it isn't doing. It is your job to find out whether the request is in conflict with state or federal guidelines or whether the request is feasible and no one has thought to do it before.

You will often find yourself in the position of interpreting and explaining school district policies and restrictions to the parent committee and of translating parent committee aims to the school administration.

A basic job of the project director is to fit the Title IV project, designed and implemented according to Title IV rules and regulations, into the rules and policies of the public school district.

Consider the following examples:

1. Title IV rules demand that each student counted must fill out a 506 Form. Public school rules state a child may not be identified by race in the public school enrollment records.

What does a manager do to get the 506 Form to the general Indian population when the easiest avenue (through the school enrollment) is closed?

Each manager, of course, depending on the size of the project may do something different. For a project that has 1,500 or more Indian children, it is a difficult, time consuming task to get 506 Forms signed as the law demands.

2. The policy of the district is that all instructional staff (teachers, aides) and support staff (e.g., counselors) take a duty period, playground or lunchroom, once a day. Even though the Title IV job descriptions do not include such duty, the school principals insist that it is unfair to the other staff members.

You will probably find yourself spending a great deal of time in the role of interpreter and compromiser. This requires knowing the facts and the basic constraints under which your district and Title IV program must operate.

Here are some general pointers:

- Be accessible to both sides.
- Don't try to please everybody.
- Let people know what the limits are.
- You will have a stronger program if people feel thay have a real investment in it.
- Keep people informed. Give them all the information they want. Use the filmstrip to introduce Title IV to new parent committee members and school staff.

Management Cycles

The regular, day-to-day work of the project will be determined by its objectives, individual state laws, and the personalities of everyone involved. However, there are some aspects which are the same for everyone. These are the cyclical activities required to keep the project functioning. There are three cycles that require particular attention:

The OIE funding cycle;

The current program;

School district cycle of holidays, reports, etc.

The OIE funding cycle begins with the closing application date published in the summer in the Federal Register and ends with the grant award notification in May or June. The cycle of activities for next year's application or extension includes a revised 504 count and needs assessment, the parent committee election and public hearing, writing the proposal and making budget revisions.

The current project year's cycle is designed in the proposal. It is affected by the OIE funding cycle and the school's own cycle.

The current program must be integrated into the school district cycle, which includes grading, holidays, attendance reporting schedules, and standardized testing dates. Depending on the program, all or some of these can affect the Title IV cycle deadlines.

The following is an abbreviated schedule of events which might incorporate elements from all three cycles. The project described is a tutoring program.

Summer:

OIE cycle - Closing date for new applications is published in the Federal Register. Grant award letters will be mailed out in May or June. The grant year runs from July 1 through June 30.

Current program cycle - Complete final report. Begin plans, including staffing for new cycle. Get parent committee's recommendations on interviewing and hiring staff.

School district cycle - Schools closed except where there are summer programs.

Fall:

OIE funding cycle - Application packets mailed out for new program year. Estimated entitlement announced. Complete new 506 count. Conduct or revise needs assessment. Directors need to present factual information in some form to the community so they can make informed decisions. The following should be done before the actual proposal is begun: hold public hearing, coordinate between LEA and parent committee; share needs assessment information as well as evaluation and final report of last year's project with parent committee and public.

Current program cycle - Get parent committee's recommendations on interviewing and hiring staff. Train new staff in duties. Identify students. Set schedules and begin program. Parent committee election; assist parent committee in operations, including all legally mandated activities.

School district cycle - Check grades at end of first nine weeks.

Winter:

OIE funding cycle - Complete proposal for January deadline. This involves preparing materials and information for the parent committee to make decisions regarding the proposal. At a minimum, parent committee members should have a copy of the last evaluation report and a copy of the current needs assessment. Additionally, they need current information on the district's budget rules regarding fringe benefits and indirect costs. Also meet with outside evaluator to discuss data collection methods, analysis, and calendar.

Current program cycle - Continue tutoring program, monitoring progress of students and ability of aides. Work with parent committee (this may involve training in monitoring and evaluation).

School district cycle - Check progress at next reporting time.

Spring:

OIE funding cycle - Make budget revisions for new application. Grant award letters mailed May-June.

Current program cycle - Final evaluation data collected from mid-May. Contact outside evaluator to coordinate activities. Evaluation of aides, performance for rehiring next year. Continue working with parent committee.

School district cycle - Standardized testing, Spring break, new reporting period.

Late Spring/Summer:

Current program cycle - Complete program; evaluation report completed, submitted to parent committee; discuss summary and recommendations. Discuss any budget revisions, extension with parent committee; get signed approval. Begin final report.

School district cycle - Final grades, end of school activities, schools close (except for summer programs).

Staff Management

If your district is large enough to require Title IV staff other than yourself, you must manage other people. You will sometimes find yourself in the role of a teacher, sometimes a confidant. Telling other people what to do is easy for some people; for others it is difficult. A common problem new directors (of any program) have is in delegating authority; letting someone else do part of the work. For instance if you're not a very organized person, asking your secretary to keep track of appointments and reporting dates can be a tremendous help. On the other hand, if you are a very organized person, you may have difficulty understanding why others aren't. For this sort of person, it is especially important to be sure the staff really understands its job.

In fact, one of the most important things a director must keep in mind is to be clear about what her or his staff is expected to do. Most people are willing to do what is expected of them, as long as they know what that is.

The following pages offer suggestions for setting out expectations for two kinds of activities: tutoring and counseling. The first example is more complete than the second. You can probably find more things to add. Their purpose is to demonstrate the importance of explaining to staff what the job requires. They also provide built-in methods of monitoring and evaluation.

Management Strategies For Aides And Tutors

Some projects include provisions for aides or tutors to work with Indian students on academic subjects. Such projects usually require aides or tutors to: identify initial referrals, schedule and plan for the delivery of services, provide those services, and report on student progress.

To make such a project work, the project director must be sure that the aides or tutors know what is expected of them and the schools must understand the project purposes.

The following list of items suggests ways of preparing aides and tutors to do their jobs and of informing teachers about the project. Actual information sheets and forms are also included. Some of the specific information may not be appropriate for your situation, but some such material might prove useful. The Referral Forms and Progress Reports will serve as a major portion of your monitoring and evaluation plan.

In fact, this kind of material can serve as a training packet that the project director can use with new aides or tutors.

Aide/Tutor Activities

This is an outline of the steps any aide or tutor should go through at the beginning of school to identify students, plan and implement the project. It outlines 12 step-by-step procedures.

Guidelines for Aides/Tutors

This is a suggested information sheet to assist aides/tutors in implementing the project. It is to be given out at the beginning of the year.

Title IV Information Sheet for Teachers

(To be given to classroom teachers at the first meeting with the aide/tutor.) The classroom teacher should be given clear, uniform information about the project that he or she may refer back to after the visit with the aide/tutor, particularly information that requests specific recommendations from the teacher.

Academic Services Referral Form

(To be given to the teacher with the information sheet upon the first visit of the aide/tutor to the teacher.) Its purpose is to identify Indian students, the general subject areas in which they would benefit from assistance, including specific skills and strategies (referenced to textbook and workbook page numbers of activities), and the teacher's recommended time for the student to be absent from her class.

Summary Referral Form for Academic Services

(To be used by the aide/tutor for arranging and organizing the requests for assistance, to include the teacher and grade, time for tutoring sessions, subject areas, skills and strategies recommended by the teacher, books and workbooks needed, and additional supplies and materials to be requested from the Title IV teacher or resource person.) After listing all students referred by teachers in a given school, the aide can use this form to help arrange his or her time, group students when desirable, plan strategies, and request necessary supplies and materials. A copy should be forwarded to the Title IV office.

Academic Services Progress Report

(To be used by the aide/tutor in conference with the classroom teacher.) The form records what a student could (or could not) do at the time tutoring sessions began and documents progress. The form emphasizes the dual concern and responsibility of the aide/tutor and the teacher for producing results in improved student performance. It is also a non-threatening means by which the aide/tutor can request further assistance and guidance from the classroom teacher. The teacher should sign the report and a copy should be forwarded to the Title IV teacher in the Title IV office.

AIDE/TUTOR ACTIVITIES

Note: This set of guidelines assumes there are Title IV teachers who provide supplies and act as resource persons for aides/tutors. This project example also assumes there are special counseling and social services for Indian students. These assumptions may not be valid for your project.

1. Aide/tutor introduces self to school personnel; checks list of Indian students in office.
2. Finds which students are assigned to which teachers; where she can meet with students.
3. Visits teachers, discusses project; gives them information sheets and referral forms.
4. Makes second visit to teacher; gets suggested names, schedules, times.
5. Informs parents through Title IV secretary.
6. Informs Title IV teacher of books, supplies needed.
7. Drops any students whose parents do not want them to participate; informs parents through Title IV office.
8. Makes final schedule. Informs principal, teachers and students.
9. Observes in class; collects books, materials from classroom teacher/Title IV teacher.
10. Meets with students* for nine weeks; makes periodic checks with teacher about assignments and progress.
11. End of nine weeks meets with teacher to decide:
    a. What student progress is observed;
    b. Whether student should continue program;
    c. Whether books, materials, strategies should be continued or modified;
    d. What new approaches would be helpful.
12. Completes progress report for each student, co-signed by teacher; gives copies to Title IV office.

* The aide/tutor should call the office any day she cannot come to school; the aide/tutor might find it helpful to check with the attendance office or school secretary to be sure students are in school each day before she makes the trip to the school.

GUIDELINES FOR AIDES/TUTORS

Dear Aide/Tutor:

To successfully implement the program and help Indian children, you must work closely with the classroom teacher. She is your ongoing consultant on how to work with students. The special Title IV teachers are there to help you get particular supplies, books or other materials. They are your immediate supervisors and people you can go to for general advice, help and support.

You also play an important role in referring students to additional services. When a classroom teacher tells you that she has a student who needs counseling, refer the matter to one of the Title IV counselors, giving the student's name, grade, teacher, and school. You can do this personally or by leaving a note with the Title IV secretary.

When you are first assigned to a new school, introduce yourself to the principal and school secretary. Ask the principal if you may see the list of identified Indian students. Tell him you would like to talk with the teachers of Indian students to see if they wish to recommend any of their students for tutoring services. Give him a copy of the letter for teachers.

Always check in with the secretary at the school office. This is standard procedure for all staff as well as school guests. Also give a copy of any information you give teachers to the principal as well. It is his/her job and responsibility to know everything that goes on in his/her school.

When you introduce yourself to the teachers with Indian students, give them a copy of the Title IV Information Sheet for teachers and the accompanying Academic Services Referral Form.

Once you have talked with the teacher and given her the information she needs, she may or may not refer some of her students to you for extra help.

If she refers students, ask her for the information needed to fill out the referral form, or she may want to fill it out herself.

You and the teacher are to work together to provide the most specific, helpful instruction possible. She will refer students whom she feels need help. Ask her if you can sit in on her classes to observe the kind of work the students are expected to do. Also ask her to suggest books for you to use. If she cannot give these books and materials to you, ask the Title IV teacher for them. You should find the teacher's manuals or guides with all the necessary instructions and answers especially helpful.

Send out notices to the parents through the Title IV office informing parents of the services which their children will receive, asking their permission and support. If a parent does not want his child to participate in the program, that child should be dropped from the program. Both the Title IV office and the parent should be notified that he/she is no longer receiving services.

After you have met with all the teachers who have referred students, make a schedule that is convenient to the teachers and to you. Inform the principal about which students are participating in the program.

Observe in the class. Ask the student to bring work with her/him.

Meet with each of the students' teachers at the end of each marking period to determine what progress the student is making, both with you and in the regular class. Ask the teacher if she thinks you should continue your present strategies or if she would like to suggest something different. If the student is making satisfactory progress in her regular class, discuss the option of having the student "graduate from" or discontinue her participation in the program.

TITLE IV INDIAN PROJECT TEACHER INFORMATION

Note: This set of guidelines assumes there are Title IV teachers who provide supplies and act as a resource person for aides/tutors. This program example also assumes there are special counseling and social services for Indian students. These assumptions may not be valid for your own project.

Dear Teacher:

To successfully implement the academic tutoring program and help Indian children, we need your professional expertise and guidance. When the aide or tutor gives you this letter, we suggest you do the following:

1. Find out which children in your class are Indian (a list is available in the office).

2. Of those students, determine which would benefit from academic tutoring.

3. Confer with students and see if they would like to participate in the program. If a student is already participating in a special program (Title I, Special Ed., etc.), decide whether she/he would benefit from the additional time missed from your class.

4. Leave a note for the aide/tutor with names of children, areas in which they need help, and convenient times they can meet with the aide/tutor.

5. Complete (or dictate) information on Academic Services Referral Forms for the aide/tutor.

6. Ask aide/tutor to observe classes in which the students need assistance. Refer her/him to the teacher's guide or manual.

7. Whenever possible, send work with the student.

8. Meet with the aide/tutor at the end of each marking period to suggest continuation of present strategies, new strategies or graduating/dropping student from the program.

9. Students can be dropped from the program either upon your recommendation or by notification from the parents.

The aide/tutor has resource staff (Title IV teachers) from whom they can secure materials and supplies. They can also refer students at your suggestion for counseling and social services or financial assistance.

ACADEMIC SERVICES REFERRAL FORM

______________ Student	______________ Teacher
______________ Grade	______________ Date

Subject Areas	Skills/ Strategy	Books/ Workbooks (pg. nos.)	Time

Comments:

Two Copies:

1 working copy for aide/tutor
1 copy to be turned in to supervisor

SUMMARY REFERRAL FORM FOR ACADEMIC SERVICES

____
Aide/Tutor

____
School

____
Date

Teacher/ Grade	Students	Time	Subject Area(s)	Skills/ Strategy	Books/ Workbooks	Supplies/ Materials

Two copies:
1 working copy for aide/tutor
1 copy to be turned in to supervisor

School	Aide/Tutor

ACADEMIC SERVICES PROGRESS REPORT

Student	Grade
Subject Area(s)	Reporting Period
Date Entered Program	Hours Tutored Per Week

I. Student Performance at Initiation of Tutoring Sessions:

(For instance, student scored x on district reading diagnostic test; was making x grade in subject; could work x number of problems in book on page x; student could spell x words on spelling test, etc.)

II. Student Performance at End of this Reporting:

(What **specifically** can the student do that he could not do at the beginning of this marking period? Will you use the same diagnostic test? What problems can he work now that he couldn't work before? Where is he in his book? How does his progress compare to those of his classmates? Does he finish assignments more quickly? Does he ask more questions or volunteer more answers in his regular classroom?, etc.)

Signature of Classroom Teacher

Date

Management Strategies For Counselors And Social Workers

Strategies outlined here are briefer than those for the aides or tutors. Some strategies would be the same for both groups: inform the principal and school staff of your project activities, get referrals from them, schedule and plan for the delivery of services, provide services (including referrals) and report on student progress.

It is recommended that at some point the counselor and social worker check to see if a "consumer guide" that describes the social services in the community and the procedure for applying for those services is available. If there are existing guides but they read like the phone book rather than a consumer report that explains and evaluates, it would be worthwhile to devote program time to writing such a guide for Indian students and parents. The guide could be an important reference for other school staff, too.

One of the major roles a counselor or social worker can play is as a resource person by referring students to specific agencies. This requires a thorough knowledge of all the local and county social service agencies. A form letter to these agencies which informs them of your program and asks them to check off the services they provide would be helpful. You could follow this up with a phone call for more details and the name of a contact person.

Suggested reporting procedures for counselors and social workers include an individual Case Report for each student and a summary Progress Report. Some such report will serve as a major portion of your monitoring and evaluation plan.

The individual Case Report should be updated every time the student is seen or contracts on his or her behalf are made with parents, teachers, outside agencies, etc.

The summary Progress Report should be completed according to your monitoring and evaluation schedule. This might coincide with grade reports or semesters. The report should reflect the number of referrals, the nature of referrals and follow-up. It should also document which kind of problem has been referred to which agency. Some of this information will be helpful in your process (or administrative) evaluation; it can tell you which outside agencies have been most helpful.

COUNSELING/SOCIAL SERVICES
CASE REPORT

_______________ (Referred By)

_______________ (Student I.D.)

_______________ (School)

_______________ (Reporting Period)

Identified Problem	Action Taken	Results	Recommended Follow-Up

____
(Reporting Period)

____
Reporting Counselor
(or Social Worker)

COUNSELING/SOCIAL SERVICES
SUMMARY PROGRESS REPORT

I. Activities

Category	No. Students	Contacts	
		Phone	Personal
Attendance related			
Personal/interpersonal			
Drug/alcohol			
Discipline			
Family counseling			
Other (specify)			
Total Number			

II. Referrals

____ Personal services
____ Personal/interpersonal
____ Total number

III. Results

____ Students receiving assistance from outside agencies
____ Students receiving counseling/services from Title IV
____ Students whose problems have been resolved
____ Students who have stopped seeking assistance/problem not resolved

IV. Comments or description of other activities:

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GLOSSARY

GLOSSARY

Note: Most of the words included in this glossary are found in the handbook. Some are taken from the regulations. Others are included because they are frequently used when discussing educational issues. Words that are underlined are defined in their appropriate section of the glossary.

A

accredited

A school or college that has the approval of an official group is an "accredited" school or college. The group, board, or professional society whose approval is required is an "accrediting agency." The State is an accrediting agency.

activity

A series of steps that you take or efforts that you make in order to carry out your project. If your project includes several aims or objectives, there will usually be one or more project activities for each objective.

In a project to improve reading, for example, obtaining or distributing interesting books might be one activity, and conducting tutoring might be another.

Section 186a.10 lists several sample services which are permissible, such as: instruction (remedial, accelerated, tribal heritage and history), creative arts, native language arts, home-school liaison services, and funds for school-related items.
See culturally relevant.

activity plan

A written description of what activities will be undertaken as part of your project, who will run or be involved in each activity, when each activity will start and finish. Dates are often shown in a calendar or timeline of activities. An activity plan is one part of a project design.

approvable activities

See activity.

authorized activities

See activity.

administration

The tasks involved in managing a project, including, for example, hiring the staff, supervising their work, planning, budgeting and bookkeeping, obtaining or allocating space, equipment and supplies.

administration plan

A written statement of who will be responsible for carrying out project activities.

administration evaluation

Finding out how well the activities in your project are being carried out, including finding out how well the persons who are supposed to run the project are doing their jobs. This is also called a process evaluation.

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analysis

Carefully looking at and sifting through the information that has been collected as part of a project evaluation. Analysis helps make results stand out clearly and is a step toward interpretation of results. See interpretation.

anecdotal reports

Statements or descriptions, often written, that give details of what happened in a particular incident or event. This type of report is sometimes included as soft data in evaluations.

attendance services

Whatever a school does to keep track of how many children are coming to school, and to get children who are not in school to come to school.

B

baseline information

Information that tells how things were going before any special program or treatment started.

basic education

The knowledge and skills that students must acquire in order to be able to function in society or to go on to further studies.

Examples include the ability to read and write and the use of arithmetic.

bilingual projects

Projects where the teachers use more than one language for teaching. For example, teaching some subjects in English, and teaching others in another language. The other language is usually one the student already speaks at home.

bylaws

A set of detailed rules that the members of some group or organization agree will control how that organization conducts its business—for example, how it will elect officers.

C

capacity

Someone's ability to do the job. For example, how well qualified, prepared, or equipped a school is to manage a project.

capital outlay

Funds spent by a school district to build buildings or to buy land for buildings.

community services

Whatever a school does to cooperate with or help the people or families in the area around the school, as contrasted with educating its students.

An example is permitting the use of school buildings by local groups when school is not in session.

compliance

Following the rules, or keeping within the bounds of a contract.

component

A part of a project. In a Native American history project, for example, doing research for preparing materials might be one component, and taking students to certain important places might be another.

continuation awards

The method by which the federal government provides funds for a project to keep on operating for a year or years after the first year of the project.

criteria

Any fact or standard that is set up and then used for decisions is a criterion. For example, height is a criterion for becoming a police officer. There can be several criteria; for example, a minimum height of 5'8", a minimum weight of 150 lbs., and a maximum age of 35.

culturally-based materials and techniques
Materials and ways of teaching, that are suited to, or that come from, the culture (lifestyle, values, beliefs, traditions) of the Indian students.

culturally relevant
Suited to, or coming from, and not offensive to, the ways of doing things and the beliefs that are characteristic of a particular group of people.

D

data
Facts, or pieces of information. Data are often shown as numbers, for example, scores on tests. In an evaluation, the data are the pieces of information you collect in order to find out how your project is going.
See hard data, objective data, soft data, subjective data, quantify.

discretionary programs
When it is up to the Secretary of Education to decide on the basis of competition, or merit which projects will receive federal funds, the Secretary has "discretion." Some of those who ask for funds will get them, but others will not. Laws that set up this competition for funds and leave the decision to some official, create "discretionary programs." Funds are provided for certain projects on the basis of criteria set forth in the regulations.
See federal program of assistance; contrast entitlement grants.

dropout rates
Dropout rates are numbers that show how many students (out of some group of students) left school before they graduated.

E

educational achievement
How much progress or improvement a group of students shows during a project in some school subject, skill, or other accomplishment related to learning. Educational achievement is usually talked about in terms of grades, standardized test scores or completed number of years in school.

entitlement amount
Under a law that creates entitlement grants, there is a formula for computing how much federal money any given applicant can receive. The amount computed is the entitlement amount for that LEA applicant.

Under Part A the amount is computed by multiplying the number of Indian children in the schools times the state average per pupil expenditure.

entitlement grants
Grants of money awarded to institutions that meet established entitlement criteria. In this case, all LEAs that have a certain number of Indian students may apply. See Section 186a.2 of the regulations.

evaluation
Efforts to find out, and to report, how well a project is working. This includes:

(a) if the project activities are being carried out adequately;

(b) if the results are the ones aimed for.

evaluation design
The part of a project design that describes how the evaluation of a project will be carried out. This includes, for example, what information or data will be collected; when, where and how it will be collected; how the results will be an-

alyzed, interpreted and reported; and who will be responsible for these tasks. Also called evaluation plan.
See program design.

F

federal program of assistance
Various federal laws allow the United States government to pay for part or all of certain expenses of running schools and projects. The money is called "assistance." The laws set up a system or program for providing the money.

final evaluation
Projects can be evaluated as they go along. An evaluation that is the last effort to find out how well the project is working and that attempts to report results that cover the whole time the project was funded is a final evaluation.

This type of evaluation is also called summative.

formative evaluation
Finding out how well a project is working while the project is going along, so that you can apply what you find out to reshaping, improving, or "forming" the project, is called formative evaluation.
See monitoring.

G

goal statement
The part of an application for funding in which the goals or general purposes of the project are described.

goals
General purposes; statements of what you seek to accomplish with your project.
See objectives.

H

hard data
Facts about things that are easy to count and easy to report as numbers; for example, number of problems solved correctly, number of days of school missed, average age of students, and the like. Also called objective data.
See data.

I

indirect costs
The LEA is allowed to ask that a percentage of the cost of the program be added on to the budget to cover costs not directly related to the program. These costs are for indirect services the LEA provides the project. Examples are: building space, custodial and accounting services, insurance, utilities, use of special equipment, etc.

instruments
Things, especially papers, used for gathering information from many individuals, for example, any list of prepared questions, a test, a checklist, an application form, a questionnaire.

interpretation
Seeking to explain what evaluation results mean, including examining what might have caused particular results, and indicating where the results suggest changing the project.
See analysis.

M

measures
Instruments (tools, or techniques, or facts) that are used to show "how

much" of something there is in the same way that a yardstick indicates how long something is.

monitoring
Observing and getting information about a project while the project is underway. Anyone who monitors compares what he finds out with what he expected to see happen in the project. If monitoring is done every so often (say, once a month, or three times a year), it is "periodic monitoring."
See formative evaluation.

N

needs assessment
Finding out and describing what the needs or problems of Indian children in your area are, the extent to which existing services meet those needs, and the unmet needs which require new efforts to meet them.
See special educational and culturally related academic needs of Indian children.

needs statement
The part of an application for funding in which the applicant describes the unmet needs or problems of Indian students in the area.

O

objective data
A precise way of counting or measuring something. Facts or pieces of information about it are called objective data.
See data; hard data.

objective method
A way to judge actions using facts instead of personal feelings or prejudices.

objectives
More specific statements of goals that show exactly what you want to accomplish. Objectives indicate who will do what, how well they will do it, and when.
See the section on objectives pages 82-84.

observation checklist
A list of actions to look for when watching someone perform a specific task.

P

periodic monitoring
See monitoring.

PERT Chart
A chart or diagram which shows what major activities must be carried out to complete a project. The chart shows when more than one activity goes on at the same time and when each activity starts and ends. PERT stands for Program Evaluation and Review Technique.
See timeline.

pilot projects
Projects that people undertake in order to test their ideas for a later, perhaps larger project.

program design
The basis for a project design that describes what the project is about, why it is being started, what the people involved in the project will do, and how they will do it.

programmatic changes
Changes in what the people who get funds for a project said they were going to do when they requested the money.

project design
A written set of plans that play the role of blueprints for a project.

Q

quantify

To change something that is difficult to measure into a form where it can be reported as a number or amount. For example, it is difficult to measure how much someone or some group likes school, but you can report the percent of students who say they like school.
See data; soft data; subjective data.

quantifiable (method)

See quantify.

questionnaires

Lists of prepared questions with spaces for entering the answers.

Q-sort

A way to find out about attitudes and opinions by asking people to sort cards into batches or groups. Each card has a statement or idea written on it. The people whose opinions you are interested in are told to judge each statement or some quality; for example, liked-disliked, or needed-not needed. Cards with the most of that quality go in one batch, those with the least in another batch, etc.

R

rating scales

A way to measure people's opinions by asking them to give a relative estimate of how good they think something is or how important they think it is.

responsibility

The part of an application where the applicant indicates who has the assignment or who must see to it that a particular task or activity in the project is accomplished.
See administration plan.

S

soft data

Facts about things that are not easy to count or to report as numbers; for example, people's attitudes and opinions. Also called subjective data.
See anecdotal reports; data; Q-sort; quantify; rating scales.

special educational and culturally related academic needs of Indian children

To receive funds under the Indian Education Act, the LEA must address Indian students' needs, and those needs must fall within this category. The project should specify what the educational or culturally related academic needs of its students are. Section 186a.10 lists several sample services which are permissible.
See activity; culturally relevant.

standardized tests

Tests that have been tried out on a very large group of students so that a great deal is already known about the difficulty of the questions and how well students can be expected to perform. Scores of a new group of students on those tests can be compared with those of the original group. The scores used to compare performance are called normative scores, or norms.

student certification form

A form that states that a given student is an Indian student. These forms, also called 506 Forms, are provided by the Office of Indian Education. They must be filled out by the parent of the Indian student. They are kept on file by the school district.

student eligibility forms

See student certification form.

subjective data

Information that is difficult to count or measure; for example, people's attitudes and opinions. Facts or pieces of information about that topic are called subjective data. See data; soft data; quantify.

subobjectives
Objectives that result from dividing large objectives into parts.

supplanting
Using federal Indian Education Act money to take the place of state or local (or other federal) money that would otherwise be used. Supplanting is prohibited by Section 186a.6 of the Indian Education Act regulations. See supplement.

supplement
To use federal Indian Education Act money in addition to other money, without supplanting.

survey instruments
Instruments used to gather information from everyone in a large group or from a large sample of the group.

T

taxonomies
Charts or lists showing all the different kinds of a thing, or breaking down some complicated topic into categories, each with its own label.

timeline
A diagram or chart that shows in what months or years various project activities will take place. This is not as complicated as a PERT chart.

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